

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*Virginia's  
Foundation  
Blocks for Early  
Learning 2013*

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## *This document provides a detailed correlation of* **WATERFORD UPSTART** *to the* **VIRGINIA'S FOUNDATION BLOCKS FOR EARLY LEARNING 2013.**

### **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:

- Virginia 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.*



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA STANDARDS FOR LITERACY</b>	
<b>VIRGINIA LITERACY FOUNDATION BLOCK 1</b>	
Oral language: The child will develop listening and speaking skills by communicating experiences and ideas orally.	
a) Listen with increasing attention to spoken language, conversations, and texts read aloud.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Marmot Basket</li> <li>• Clubhouse</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)
b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)
c) Make predictions about what might happen in a story.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• Build Knowledge</li> </ul>
d) Use complete sentences to ask and answer questions about experiences or about what has been read.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)
e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.	Waterford Early Learning activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.	Question and response discussions within Waterford's Social Emotional videos provide examples for students to ask and answer questions and to continue conversations. The characters demonstrate initiating and ending discussions appropriately.
g) Listen attentively to stories in a whole class setting.	<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</li> </ul> (See titles at end of document.)
h) Follow simple one- and two-step oral directions.	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often following multi-step directions.

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA LITERACY FOUNDATION BLOCK 2</b>	
Vocabulary: The child will develop an understanding of word meanings through the use of appropriate and expanding vocabulary.	
a) Use size, shape, color, and spatial words to describe people, places, and things.	<ul style="list-style-type: none"> <li>• Songs: Same and Different; Get Over the Bugs; Monster Trucks; Savanna Size; Shapes, Shapes, Shapes</li> <li>• Books: Up in the Air; Kites</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Red, Yellow, Blue</li> </ul>
b) Listen with increasing understanding to conversations and directions.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.
c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.	Online books in Waterford Early Learning include bolded vocabulary words. Students learn to click these words in a tutorial to hear a slowed pronunciation and see a pop-up with the definition and an illustration.
d) Participate in a wide variety of active sensory experiences to build vocabulary.	Activities in Waterford are aural and visual with text shown and individual words highlighted as the narrator reads aloud. Students may be asked to touch the screen, say or sing along, or manipulate the cursor to select an individual word or a phrase.
<b>VIRGINIA LITERACY FOUNDATION BLOCK 3</b>	
Phonological awareness: The child will manipulate the various units of speech sounds in words.	
a) Identify words that rhyme and generate simple rhymes.	<ul style="list-style-type: none"> <li>• Song: Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>
b) Identify words within spoken sentences.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>
c) Begin to produce consonant letter sounds in isolation.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>
d) Successfully detect beginning sounds in words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
e) Begin to isolate or produce syllables within multi-syllable words.	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA LITERACY FOUNDATION BLOCK 4</b>	
Letter knowledge and early word recognition: The child will demonstrate basic knowledge of the alphabetic principle and understand that the letters in written words represent the sounds in spoken words.	
a) Identify and name uppercase and lowercase letters in random order.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• ABC Songs</li> <li>• Name That Letter</li> <li>• Hidden Pictures</li> <li>• Fast Letter Fun</li> </ul>
b) Identify the letter that represents a spoken sound.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>
c) Provide the most common sound for the majority of letters.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>
d) Begin to match uppercase and lowercase letters.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• ABC Songs</li> <li>• Name That Letter</li> <li>• Hidden Pictures</li> <li>• Fast Letter Fun</li> </ul>
e) Read simple/familiar high- frequency words, including child's name.	<ul style="list-style-type: none"> <li>• Power Words</li> <li>• What's Your Name?</li> </ul>
f) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.	<ul style="list-style-type: none"> <li>• Letter Picture Writing</li> <li>• Letter Pictures</li> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Distinguish Letters (Alphabet Introduction)</li> </ul>
<b>VIRGINIA LITERACY FOUNDATION BLOCK 5</b>	
Print and book awareness: The child will demonstrate knowledge of print concepts and understand the connection between the spoken and written word.	
a) Identify the front and back covers of a book.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
b) Identify the location of the title and title page of a book.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
c) Identify where reading begins on a page (first word).	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>
d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion with highlighted text which helps show the sequence of print.
e) Distinguish print from pictures.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Print Concepts</li> </ul>
f) Turn pages one at a time from the front to the back of a book.	Sing a Rhyme book animation simulates pages turning as students read. At the end, the pages turn back to the beginning as the book closes.

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA LITERACY FOUNDATION BLOCK 6</b>	
Writing: The child will write using a variety of materials and technology to convey thoughts, ideas, and experiences.	
a) Distinguish print from images or illustrations.	<ul style="list-style-type: none"> <li>Words Tell About the Pictures</li> <li>Print Concepts</li> </ul>
b) Demonstrate use of print to convey meaning.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> <li>Words Tell About the Pictures</li> </ul>
c) Copy or write letters and numbers using various materials.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Distinguish Letters (Alphabet Introduction)</li> <li>Letter Picture Writing</li> <li>Letters Make Words</li> <li>Explain Numbers</li> <li>Number Instruction</li> </ul>
d) Print first name independently.	<ul style="list-style-type: none"> <li>Letter Picture Writing</li> <li>What's Your Name?</li> </ul>
e) Begin to use correct manuscript letter and number formation.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Distinguish Letters (Alphabet Introduction)</li> <li>Letter Picture Writing</li> <li>Letters Make Words</li> <li>Explain Numbers</li> <li>Number Instruction</li> </ul>
f) Copy various words associated with people or objects within the child's environment.	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Picture Writing</li> <li>Distinguish Letters (Alphabet Introduction)</li> <li>Print Concepts</li> <li>Letters Make Words</li> </ul>
g) Use phonetically spelled words to convey messages or tell a story.	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Name That Letter Sound</li> <li>Sound Room</li> <li>Choose a Sound</li> </ul>
h) Understands that writing proceeds left to right and top to bottom.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> </ul>
<b>VIRGINIA STANDARDS FOR MATHEMATICS</b>	
<b>VIRGINIA MATHEMATICS FOUNDATION BLOCK 1</b>	
Number and number sense: The child will count with understanding and use numbers to tell how many, describe order, and compare.	
a) Count forward to 20 or more. Count backward from 5.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Counting</li> <li>Number Instruction</li> <li>Number Recognition and Sense</li> <li>Counting Puzzle</li> <li>Song: Counting Backward</li> <li>Book: A Space Adventure</li> <li>Counting Back</li> <li>Count Down</li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
Number and number sense: The child will count with understanding and use numbers to tell how many, describe order, and compare <i>continued</i> .	
b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Number Recognition and Sense</li> </ul>
c) Count the items in a collection of one to ten items and know the last counting word tells “how many.”	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Number Recognition and Sense</li> </ul>
d) Compare two groups (sets/ collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>
e) Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence.	<ul style="list-style-type: none"> <li>• Song: Ordinals</li> <li>• Ordinal Numbers</li> </ul>
<b>VIRGINIA MATHEMATICS FOUNDATION BLOCK 2</b>	
Computation: The child will recognize change in groups (sets/collections) when objects are both added to and taken away from the groups (sets/collections).	
a) Describe changes in groups (sets/ collections) by using more when groups of objects (sets) are combined (added together).	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Greater Than</li> <li>• More Than</li> </ul>
b) Describe changes in groups (sets/ collections) by using fewer when groups of objects (sets) are separated (taken away).	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Subtract Groups</li> <li>• Fewer Than</li> </ul>
<b>VIRGINIA MATHEMATICS FOUNDATION BLOCK 3</b>	
Measurement: The child will identify and compare the attributes of length, capacity, weight, time, and temperature.	
a) Recognize attributes of length by using the terms longer or shorter when comparing two objects.	<ul style="list-style-type: none"> <li>• Make Comparisons</li> <li>• Length</li> <li>• Tall and Short</li> </ul>
b) Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales).	<ul style="list-style-type: none"> <li>• Songs: Clock Hands; Measuring Plants</li> <li>• Length</li> <li>• Weight</li> <li>• Capacity</li> <li>• Science Tools</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> <li>• Tell Time</li> </ul>
c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold.	<ul style="list-style-type: none"> <li>• Summer</li> <li>• Winter</li> </ul>
d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, and night.	<ul style="list-style-type: none"> <li>• Songs: Days of the Week; Months of the Year</li> <li>• Book: How Long Is a Minute?</li> <li>• Tell Time</li> </ul>



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA MATHEMATICS FOUNDATION BLOCK 4</b>	
Geometry: The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to an individual and to other objects.	
a) Match and sort shapes (circle, triangle, rectangle, and square).	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; All Sorts of Laundry</li> <li>• Books: Imagination Shapes; The Shape of Things; Buttons, Buttons</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Sort</li> <li>• Match</li> </ul>
b) Describe how shapes are similar and different.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Same and Different</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Similar Figures</li> </ul>
c) Recognize and name shapes (circle, triangle, rectangle, and square).	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>
d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Position</li> <li>• First, Middle, Last</li> </ul>
<b>VIRGINIA MATHEMATICS FOUNDATION BLOCK 5</b>	
Data collection and statistics: The child will participate in the data gathering process in order to answer questions of interest.	
a) Collect information to answer questions of interest to children.	<ul style="list-style-type: none"> <li>• Books: Milton's Mittens; One More Cat</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
b) Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>
<b>VIRGINIA MATHEMATICS FOUNDATION BLOCK 6</b>	
Patterns and relationships: The child will identify simple patterns of concrete objects and use them to recognize relationships.	
a) Sort and classify objects according to one or two attributes (color, size, shape, and texture).	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Similar Figures</li> <li>• Size</li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
Patterns and relationships: The child will identify simple patterns of concrete objects and use them to recognize relationships <i>continued</i> .	
b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns: AB; ABB; ABC</li> </ul>
c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns: AB; ABB; ABC</li> <li>• Logic Game</li> </ul>
VIRGINIA STANDARDS FOR SCIENCE	
VIRGINIA SCIENCE FOUNDATION BLOCK 1	
Scientific investigation, reasoning, and logic: The child will make observations, separate objects into groups based on similar properties, use simple investigation tools, develop questions based upon observations using the five senses, and conduct simple scientific investigations.	
a) Use the five senses to explore and investigate the natural world.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Taste</li> <li>• Smell</li> <li>• Science Investigation</li> </ul>
b) Use simple tools and technology safely to observe and explore different objects and environments.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Observe a Simple System</li> </ul>
c) Ask questions about the natural world related to observations.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
d) Make predictions about what will happen next based on previous experiences.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul>
e) Conduct simple scientific investigations.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
VIRGINIA SCIENCE FOUNDATION BLOCK 2	
Force, motion and energy: The child will describe and compare different kinds of motion that objects can make and will describe how simple tools work.	
a) Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down.	<ul style="list-style-type: none"> <li>• See "Parent Portal Resources" at end of document.</li> </ul>
b) Describe and demonstrate the effects of common forces (pushes and pulls) on objects.	<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>
c) Describe the effects magnets have on other objects.	<ul style="list-style-type: none"> <li>• Magnets</li> </ul>
d) Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver.	<ul style="list-style-type: none"> <li>• See "Parent Portal Resources" at end of document.</li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA SCIENCE FOUNDATION BLOCK 3</b>	
<b>Matter/physical properties: The child will develop language to describe physical properties of objects and use the identified properties to sort the objects.</b>	
a) Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).	<ul style="list-style-type: none"> <li>• Sort</li> <li>• Solid and Liquid</li> <li>• Weight</li> <li>• Length</li> <li>• Size</li> <li>• Position</li> <li>• Simple Shapes</li> </ul>
b) Recognize water in its solid and liquid forms.	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Water</li> <li>• Water</li> <li>• Solid and Liquid</li> <li>• States of Water</li> </ul>
c) Describe the differences between solid and liquid objects.	<ul style="list-style-type: none"> <li>• Song: Solid or Liquid</li> <li>• Solid and Liquid</li> </ul>
d) Sort objects based on whether they sink or float in water.	<ul style="list-style-type: none"> <li>• Sort</li> </ul>
<b>VIRGINIA SCIENCE FOUNDATION BLOCK 4</b>	
<b>Matter/simple physical and chemical reactions: The child will conduct simple science experiments to examine changes in matter when substances are combined.</b>	
a) Predict changes to matter when various substances are to be combined.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul>
b) Observe and conduct simple experiments that explore what will happen when substances are combined.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul>
c) Observe and record the experiment results and describe what is seen.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul>
<b>VIRGINIA SCIENCE FOUNDATION BLOCK 5</b>	
<b>Life processes: The child will observe and describe the characteristics of living things, compare the growth of a person to the growth of a plant and an animal, and describe the basic needs and the basic life processes of each.</b>	
a) Describe what living things need to live and grow (food, water, and air).	<ul style="list-style-type: none"> <li>• Songs: Birds; Fish; Plant or Animal</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Insects</li> <li>• Worms</li> <li>• Science Investigation</li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
Life processes: The child will observe and describe the characteristics of living things, compare the growth of a person to the growth of a plant and an animal, and describe the basic needs and the basic life processes of each <i>continued</i> .	
b) Identify basic structures for plants and animals (plants—roots, stems, leaves; animals—eyes, mouth, ears, etc.).	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Worms</li> </ul>
c) Recognize that many young plants and animals are similar but not identical to their parents and to one another.	<ul style="list-style-type: none"> <li>• Songs: Birds; Fish</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Plants</li> <li>• Science Investigation</li> </ul>
VIRGINIA SCIENCE FOUNDATION BLOCK 6	
Interrelationships in earth/space systems: The child will be able to observe and explore major features of the natural world around him/her, both on earth and in the sky.	
a) Use vocabulary to describe major features of Earth and the sky.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>
b) Identify objects in the sky—moon, stars, sun, and clouds.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> </ul>
c) Classify things seen in the night sky and those seen in the day sky.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> </ul>
d) Explore and sort objects in the natural environment (sand, pebbles, rocks, leaves, moss, and other artifacts).	<ul style="list-style-type: none"> <li>• Song: Rocks</li> <li>• Rocks</li> <li>• Sort</li> <li>• Sorting Rocks Experiment</li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA SCIENCE FOUNDATION BLOCK 7</b>	
Earth patterns, cycles, and change: The child will identify simple patterns in his/her daily life and identify things that change over time.	
a) Make daily weather observations and use common weather related vocabulary to describe the observations, e.g., sunny, rainy, cloudy, cold, hot, etc.	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Calendar/Graph Weather</li> </ul>
b) Identify how weather affects daily life.	<ul style="list-style-type: none"> <li>• Song: Precipitation</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> <li>• Weather</li> </ul>
c) Describe basic weather safety rules.	<ul style="list-style-type: none"> <li>• Song: Storms</li> <li>• Lightning Safety</li> </ul>
d) Observe and recognize the characteristics of the four seasons and the changes observed from season to season.	<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>
e) Observe and classify the shapes and forms of many common natural objects, e.g., rocks, leaves, twigs, clouds, the moon, etc.	<ul style="list-style-type: none"> <li>• Song: The Moon</li> <li>• Moon</li> <li>• Sun</li> <li>• Clouds</li> <li>• Plants</li> <li>• Rocks</li> </ul>
f) Compare a variety of living things to determine how they change over time (life cycles).	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Measuring Plants</li> <li>• Observe a Simple System</li> <li>• Amphibians</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Mammals</li> </ul>
g) Describe home and school routines.	<ul style="list-style-type: none"> <li>• See "Parent Portal Resources" at end of document.</li> </ul>
<b>VIRGINIA SCIENCE FOUNDATION BLOCK 8</b>	
Resources: The child will practice reusing, recycling, and conserving energy on a daily basis.	
a) Identify ways that some things can be conserved.	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> </ul>
b) Recognize that some things can be reused.	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> </ul>
c) Recognize that some things can be recycled.	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> </ul>
d) Understand and use vocabulary such as conserve, recycle, and reuse.	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA STANDARDS FOR HISTORY AND SOCIAL SCIENCE</b>	
<b>VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 1</b>	
History/similarities and differences: The child will identify ways in which people are alike and different.	
a) Recognize ways in which people are alike and different.	<ul style="list-style-type: none"> <li>Books: In the Rain; Seeing Fingers; Noise, What Noise?</li> <li>Look at Details</li> <li>Same and Different</li> </ul>
b) Describe his/her own unique characteristics and those of others.	<ul style="list-style-type: none"> <li>Books: Mine; Jose Three</li> </ul>
c) Make the connection that he/she is both a member of a family and a member of a classroom community.	<ul style="list-style-type: none"> <li>My Family</li> <li>Clubhouse</li> </ul>
d) Engage in pretend play to understand self and others.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>
e) Participate in activities and traditions associated with different cultural heritages.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
<b>VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 2</b>	
History/change over time: The child will develop an awareness of change over time.	
a) Describe ways children have changed since they were babies.	<ul style="list-style-type: none"> <li>Books: Jose Three; The Watermelon Seed</li> </ul>
b) Express the difference between past and present using words such as before, after, now, and then.	<ul style="list-style-type: none"> <li>Books: Jose Three; The Watermelon Seed; Story in the Snow</li> </ul>
c) Order/sequence events and objects.	<ul style="list-style-type: none"> <li>Song: Sequencing Events</li> <li>What Comes Next?</li> <li>First, Next, Last</li> <li>Sum Up, Remember Order</li> <li>Order</li> </ul>
d) Ask questions about artifacts from everyday life in the past.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Antoni van Leeuwenhoek; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Science Investigation</li> </ul>
e) Recount episodes from stories about the past.	<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>Science Investigation</li> </ul>
f) Take on a role from a specific time, use symbols and props, and act out a story/ narrative.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul>
g) Describe past times based on stories, pictures, visits, songs, and music.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> <li>Traditional Tales (See titles at end of document.)</li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 3</b>	
Geography/location: The child will develop an increased awareness of the physical relationship between and among people and places.	
a) Identify and describe prominent features of the classroom, school, neighborhood, and community.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
b) Engage in play where one item represents another (miniature vehicles, people, and blocks).	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Soup’s On!</li> <li>• Perfect Present</li> </ul>
c) Make and walk on paths between objects, e.g., from the door to the window.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
d) Represent objects in the order in which they occur in the environment.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
e) Experience seeing things from different elevations.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 4</b>	
Geography/descriptive words: The child will use words to indicate the relative location of objects and people including direction words, comparison words, and attribute words.	
a) Use words to describe features of locations in the environment and man- made structures found in stories and seen in everyday experiences.	<ul style="list-style-type: none"> <li>• Book: Where in the World Would You Go Today?</li> <li>• Ecosystems</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Mountains</li> <li>• Rainforests</li> <li>• Wetlands</li> <li>• Prairies</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
b) Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time.	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• First, Middle, Last</li> </ul>
c) Use comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside).	<ul style="list-style-type: none"> <li>• Song: Positioning</li> <li>• Book: Up in the Air</li> <li>• Position</li> </ul>
d) Use attribute words (hard, soft, rough, and smooth).	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Touch</li> </ul>
e) Use labels and symbols for what the child has seen.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 5</b>	
Economics/world of work: The child will develop an increased awareness of the types of work people do and the variety of tools people use in their jobs.	
a) Identify pictures of work and name the jobs people do.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>
b) Describe what people do in their community job.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>
c) Match tools to jobs.	<ul style="list-style-type: none"> <li>Science Tools</li> </ul>
d) Match job sites to work done.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>
e) Role play the jobs of workers.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>
<b>VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 6</b>	
Economics/making choices and earning money: The child will recognize that people make choices because they cannot have everything they want and that people work to earn money to buy the things they want and need.	
a) Identify choices.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>
b) Recognize that everyone has wants and needs.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>
c) Recognize that our basic needs include food, clothing, and shelter.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>
d) Choose daily tasks.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>
e) Role play purchasing situations where choices are made.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>
<b>VIRGINIA HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCK 7</b>	
Civics/citizenship: The child will participate as a member/citizen of a classroom community.	
a) Cooperate with others in a joint activity.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> </ul>
b) Recognize the need for rules to help get along with others.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
c) Participate in creating rules for the classroom.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>
d) State personal plans for learning center activities.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>
e) Participate in discussing and generating solutions to a class problem.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
f) Share thoughts and opinions in group settings.	Social Emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
g) Demonstrate responsible behaviors in caring for classroom materials.	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.
h) Identify the needs of other people by helping them.	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby's Blocks</li> <li>Musical Mayhem</li> </ul>



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA STANDARDS FOR HEALTH AND PHYSICAL DEVELOPMENT</b>	
<b>VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 1</b>	
Skilled movement/locomotor skills: The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities.	
a) Demonstrate beginning forms of the locomotor skills of jumping, hopping, and galloping.	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>
b) Perform these locomotor skills in response to teacher-led creative dance.	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>
Skilled movement/non-locomotor skills: The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities.	
a) Maintain a stable static position while practicing specific balances on different bases of support, e.g., standing on toes or standing on one foot.	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>
b) Maintain balance while performing a controlled spin.	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>
c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>
d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>
e) Perform crisscross pattern activities.	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>
Manipulative skills: The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities.	
a) Manipulate a variety of objects during structured and unstructured physical activity settings.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>
b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.	<p>While interacting with Waterford Early Learning courseware, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.</p>
c) Demonstrate increasing ability to coordinate throwing, catching, kicking, bouncing, and juggling movements.	<ul style="list-style-type: none"> <li>See “Parent Portal Resources” at end of document.</li> </ul>
d) Coordinate eye-hand and eye-foot movements to perform a task.	<ul style="list-style-type: none"> <li>The use of Waterford Early Learning requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.</li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 2</b>	
Movement principles and concepts: The child will use the movement concepts of directions, levels, pathways, and effort while performing locomotor (move body from one place to another), non-locomotor (move around axis of body), and manipulative (move in conjunction with object) skills.	
a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward, and backward), levels (high, medium, and low), pathways (straight, curved, and zigzag), and effort (fast, slow, hard, and soft).	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
b) Identify fundamental movement patterns such as running and jumping.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
c) Begin and expand movement vocabulary.	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> </ul>
d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signals.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 3</b>	
Personal fitness: The child will participate in structured and unstructured physical activity designed to achieve a health-enhancing level of physical fitness.	
a) Participate in activities that allow the child to experience and recognize a rise in the heart rate and breathing rate.	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
b) Participate in activities designed to strengthen major muscle groups.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
c) Participate in activities that enhance flexibility.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 4</b>	
Responsible behaviors: The child will demonstrate the ability to cooperate with others and follow safety rules while participating in physical activities.	
a) Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
b) Share equipment and space, and take turns with help from the teacher.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
c) Work well with others.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
d) Listen to and follow simple directions.	Children interacting with Waterford Early Learning are constantly listening to input, following directions, and responding with choices.

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 5</b>	
Physically active lifestyle: The child will participate in physical activity every day and explain why physical activity is good for health.	
a) Identify the activities that they like and dislike.	<ul style="list-style-type: none"> <li>Books: We All Exercise; Ooey, Gooey Mud; I Hate Peas</li> </ul>
b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.	<ul style="list-style-type: none"> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>
c) Participate in activities geared toward different levels of proficiency.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>
d) Identify places at home, in the neighborhood, and in the community where children can play safely and be physically active.	<ul style="list-style-type: none"> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>
<b>VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 6</b>	
Health knowledge and skills: The child will identify healthy and unhealthy foods, and simple practices and habits that promote health and prevent illness.	
<i>Nutrition</i>	
a) Indicate awareness of hunger and fullness.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>
b) Identify foods and the food groups to which they belong, e.g., vegetables, fruits, dairy, meats, and grains.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Foods</li> </ul>
c) Distinguish food and beverages on a continuum from more healthy to less healthy.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Foods</li> <li>The Picnic</li> <li>Dinner Time</li> </ul>
d) Demonstrate an understanding that eating a variety of fresh fruits and vegetables with lots of different colors helps the body grow and be healthy.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Foods</li> <li>The Picnic</li> <li>Dinner Time</li> </ul>
<b>Habits that promote health and prevent illness</b>	
a) Demonstrate how to correctly wash hands.	<ul style="list-style-type: none"> <li>Avoid Germs and Prevent Illness</li> </ul>
b) Demonstrate covering the mouth or nose when coughing or sneezing.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> </ul>
c) Identify habits that keep us healthy.	<ul style="list-style-type: none"> <li>Books: We All Exercise; The Germs</li> <li>Exercise and Rest</li> <li>Avoid Germs and Prevent Illness</li> <li>Healthy Foods</li> <li>Teeth</li> </ul>
d) Explain the importance of rest.	<ul style="list-style-type: none"> <li>Exercise and Rest</li> </ul>
e) Be able to communicate when one is not feeling well.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 7</b>	
Information access and use: The child will identify trusted adults and begin to learn how to seek reliable health information.	
a) Understand that health care providers can help them when they are not feeling well.	<ul style="list-style-type: none"> <li>• Book: Mother, Mother, I Am Ill</li> </ul>
b) Identify people they can trust, e.g., police, firefighters, family members, and teachers, and understand they will keep them safe.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
c) Be able to differentiate between safe and unsafe situations.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul>
d) Begin to share feelings and express how they feel.	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• My Family</li> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> <li>• Squirrel's Blocks</li> <li>• Squirrel's Sketches</li> </ul>
<b>VIRGINIA HEALTH AND PHYSICAL DEVELOPMENT FOUNDATION BLOCK 8</b>	
Community health and safety: The child will understand how to make good decisions about simple health issues to promote a safe and healthy community when alone, with family, at school, and in other group settings.	
a) Follow safety rules on the playground with adult assistance and reminders.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
b) Follow emergency protocols after practicing safety drills, e.g., fire, earthquake, and lock-down drills.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
c) Demonstrate pedestrian safety and vehicle awareness.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
d) Understand bicycle/tricycle safety and the importance of wearing a helmet.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
e) Know how to make an emergency phone call.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
f) Act safely around pools, ponds, and other water, e.g., oceans, rivers, creeks, ditches, and swamps.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>VIRGINIA STANDARDS FOR PERSONAL AND SOCIAL DEVELOPMENT</b>	
<b>VIRGINIA PERSONAL AND SOCIAL DEVELOPMENT FOUNDATION BLOCK 1</b>	
Self-concept: The child will demonstrate self-confidence and self-reflection.	
a) Demonstrate knowledge of personal information including first and last name, gender, age, birthday, parents' names, teacher's name, school name, town or city where they live, and street name.	<ul style="list-style-type: none"> <li>• What's Your Name?</li> </ul>
b) Begin to recognize and express own emotions using words rather than actions.	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• My Family</li> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> <li>• Squirrel's Blocks</li> <li>• Squirrel's Sketches</li> </ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Self-concept: The child will demonstrate self-confidence and self-reflection <i>continued</i>.</b>	
c) Recognize self as a unique individual and respect differences of others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
d) Develop personal preferences regarding activities and materials.	Waterford encourages everyone to have drawing and art materials available for children's creations. <ul style="list-style-type: none"> <li>Pretend Play</li> </ul>
e) Demonstrate self-direction in use of materials.	Waterford encourages everyone to have drawing and art materials available for children's creations. <ul style="list-style-type: none"> <li>Pretend Play</li> </ul>
f) Develop increasing independence in school activities throughout the day.	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities.
<b>VIRGINIA PERSONAL AND SOCIAL DEVELOPMENT FOUNDATION BLOCK 2</b>	
<b>Self-regulation: The child will show self-direction and responsibility.</b>	
a) Contribute ideas for classroom rules and routines.	<ul style="list-style-type: none"> <li>See "Parent Portal Resources" at end of document.</li> </ul>
b) Follow rules and routines within the learning environment.	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities.
c) Use classroom materials purposefully and respectfully.	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.
d) Manage transitions and adapt to changes in routine.	<ul style="list-style-type: none"> <li>Soup's On!</li> </ul>
e) Develop positive responses to challenges.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>VIRGINIA PERSONAL AND SOCIAL DEVELOPMENT FOUNDATION BLOCK 3</b>	
<b>Approaches to learning: The child will show eagerness and persistence as a learner.</b>	
a) Show interest and curiosity in learning new concepts and trying new activities and experiences.	<ul style="list-style-type: none"> <li>Science Investigation</li> </ul>
b) Demonstrate ability to learn from experience	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Squirrel's Blocks</li> </ul>
c) Increase attention to a task or activity over time.	Engaging activities in Waterford hold children's attention and build persistence by allowing them to click "Repeat" to hear instructions again and by providing visual clues when children need extra assistance to finish a task.
d) Seek and accept help when needed.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
e) Attempt to complete a task in more than one way before asking for help.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
VIRGINIA PERSONAL AND SOCIAL DEVELOPMENT FOUNDATION BLOCK 4	
Interaction with others: The child will interact easily with one or more children and with familiar adults.	
a) Initiate and sustain interactions with other children.	<ul style="list-style-type: none"><li>• Clubhouse</li><li>• Marmot Basket</li></ul>
b) Demonstrate verbal strategies for making a new friend.	<ul style="list-style-type: none"><li>• Clubhouse</li></ul>
c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
d) Participate successfully in group settings.	<ul style="list-style-type: none"><li>• Party Time!</li></ul>
e) Demonstrate respectful and polite vocabulary.	Social Emotional videos model conversations between various characters with appropriate conversation rules as characters respectfully communicate in complete sentences often including polite vocabulary such as “please” and “thank you.”
f) Begin to recognize and respond to the needs, rights, and emotions of others.	<ul style="list-style-type: none"><li>• Boo Hoo Baby</li><li>• Baby’s Blocks</li><li>• Musical Mayhem</li><li>• Where’s Papa?</li></ul>
VIRGINIA PERSONAL AND SOCIAL DEVELOPMENT FOUNDATION BLOCK 5	
Social problem solving: The child will learn and use appropriate verbal skills to resolve conflicts with peers and to ask for help when needed.	
a) Express feelings through appropriate gestures, actions, and words.	Social Emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”
b) Recognize conflicts and seek possible solutions.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
c) Allow others to take turns.	<ul style="list-style-type: none"><li>• See “Parent Portal Resources” at end of document.</li></ul>
d) Increase the ability to share materials and toys with others over time.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
e) Include others in play activities.	<ul style="list-style-type: none"><li>• Clubhouse</li><li>• Marmot Basket</li></ul>
VIRGINIA STANDARDS FOR MUSIC	
VIRGINIA MUSIC FOUNDATION BLOCK 1	
Music theory/literacy: The child will develop an awareness of the mechanics of music.	
a) Understand the vocabulary of music.	<ul style="list-style-type: none"><li>• See “Parent Portal Resources” at end of document.</li></ul>
b) Understand that written music represents sounds by using notes.	<ul style="list-style-type: none"><li>• See “Parent Portal Resources” at end of document.</li></ul>
c) Understand that composers write music, musicians sing or play instruments, and dancers utilize music elements in expressing dance.	<ul style="list-style-type: none"><li>• Mama’s Melody</li><li>• Baby’s Ballet</li></ul>
d) Identify common musical instruments.	<ul style="list-style-type: none"><li>• See “Parent Portal Resources” at end of document.</li></ul>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA MUSIC FOUNDATION BLOCK 2</b>	
Performance: The child will participate in musical performance on a regular basis.	
a) Demonstrate the difference between singing and speaking.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
b) Develop the understanding that the child's body and voice are musical instruments.	<ul style="list-style-type: none"> <li>• Mama's Melody</li> </ul>
c) Participate in opportunities to use singing voice and musical instruments.	<ul style="list-style-type: none"> <li>• Mama's Melody</li> </ul>
d) Practice good manners when participating in musical performance.	<ul style="list-style-type: none"> <li>• See "Parent Portal Resources" at end of document.</li> </ul>
e) Repeat simple musical patterns using voice, body, and instruments.	<ul style="list-style-type: none"> <li>• See "Parent Portal Resources" at end of document.</li> </ul>
<b>VIRGINIA MUSIC FOUNDATION BLOCK 3</b>	
Music history and cultural context: The child will develop an appreciation of different styles of music.	
a) Understand that music comes from many different places in the world.	<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) Understand that music sounds differently depending on who created it and when it was written.	<ul style="list-style-type: none"> <li>• See "Parent Portal Resources" at end of document.</li> </ul>
c) Develop an appreciation for different types of music.	<ul style="list-style-type: none"> <li>• See "Parent Portal Resources" at end of document.</li> </ul>
<b>VIRGINIA MUSIC FOUNDATION BLOCK 4</b>	
Analysis, evaluation, and critique: The child will investigate how music is used formally and informally, and engage in multiple visual, aural, and hands-on musical experiences by singing, dancing, and using a variety of materials and instruments.	
a) The child will talk about and compare musical patterns and sounds.	<ul style="list-style-type: none"> <li>• See "Parent Portal Resources" at end of document.</li> </ul>
b) The child will recognize differences and similarities among music styles.	<ul style="list-style-type: none"> <li>• See "Parent Portal Resources" at end of document.</li> </ul>
c) The child will explore the creation and purpose of music in personal and social life.	<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>

VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
Analysis, evaluation, and critique: The child will investigate how music is used formally and informally, and engage in multiple visual, aural, and hands-on musical experiences by singing, dancing, and using a variety of materials and instruments <i>continued</i> .	
d) The child will participate in music activities that involve sharing, taking turns, and cooperation.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
e) The child will identify types of music he/she prefers.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>VIRGINIA MUSIC FOUNDATION BLOCK 5</b>	
Aesthetics: The child will listen and respond to recorded and live music performances.	
a) Use the body and motion to express a response to a musical selection.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
b) Express a response to a musical selection by using available visual arts supplies.	Waterford encourages everyone to have drawing and art materials available for children’s creations.
c) Use words to describe how a musical selection makes the child feel.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
<b>VIRGINIA STANDARDS FOR THE VISUAL ARTS</b>	
<b>VIRGINIA VISUAL ARTS FOUNDATION BLOCK 1</b>	
Visual communication and production: The child will develop an awareness of the mechanics of the visual arts and produce various forms on a regular basis.	
a) Understand that artists create visual arts using many different tools.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
b) Understand that the visual arts take many forms.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
c) Use a variety of materials, textures, and tools for producing visual art.	Waterford encourages everyone to have drawing and art materials available for children’s creations.
d) Develop and use fine motor skills necessary to produce two- and three- dimensional works of art.	Waterford encourages everyone to have drawing and art materials available for children’s creations.
<b>VIRGINIA VISUAL ARTS FOUNDATION BLOCK 2</b>	
Art history and cultural context: The child will develop an understanding of the cultural importance of the visual arts.	
a) Understand that all cultures have art that reflects their experiences and identity.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
b) Understand that works of art can be a historical record of a certain time period in history.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
c) Develop an appreciation for the various forms of visual arts.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>



VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VIRGINIA VISUAL ARTS FOUNDATION BLOCK 3</b>	
Analysis, evaluation, and critique: The child will respond to the visual arts in a variety of ways using the body and multiple materials.	
a) Use the body to express a response to a work of art.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
b) Understand that each person responds to and creates works of art in unique ways.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
c) Use available art supplies to express an individual response to an art form.	Waterford encourages everyone to have drawing and art materials available for children’s creations.
d) Use words to describe a response or reaction to a visual arts selection.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> </ul>
e) The child will identify types of works of art that he/she prefers.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>
<b>VIRGINIA VISUAL ARTS FOUNDATION BLOCK 4</b>	
Aesthetics: The child will examine and express different views and experiences through the visual arts.	
a) Understand that the visual arts express feelings, experiences, and cultures.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> </ul>
b) Talk about different kinds of art and recognize the idea, theme, or purpose.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
c) Create specific works of art based on a common theme, concept, or emotion.	Waterford encourages everyone to have drawing and art materials available for children’s creations.
d) Collect, compare, and use natural objects and objects made by people.	<ul style="list-style-type: none"> <li>• See “Parent Portal Resources” at end of document.</li> </ul>
e) Understand the purpose of an art museum.	<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, 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.*

