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CURRICULUM

Correlation Criteria:
WYOMING EARLY LEARNING FOUNDATIONS 2013

OCTOBER 2018

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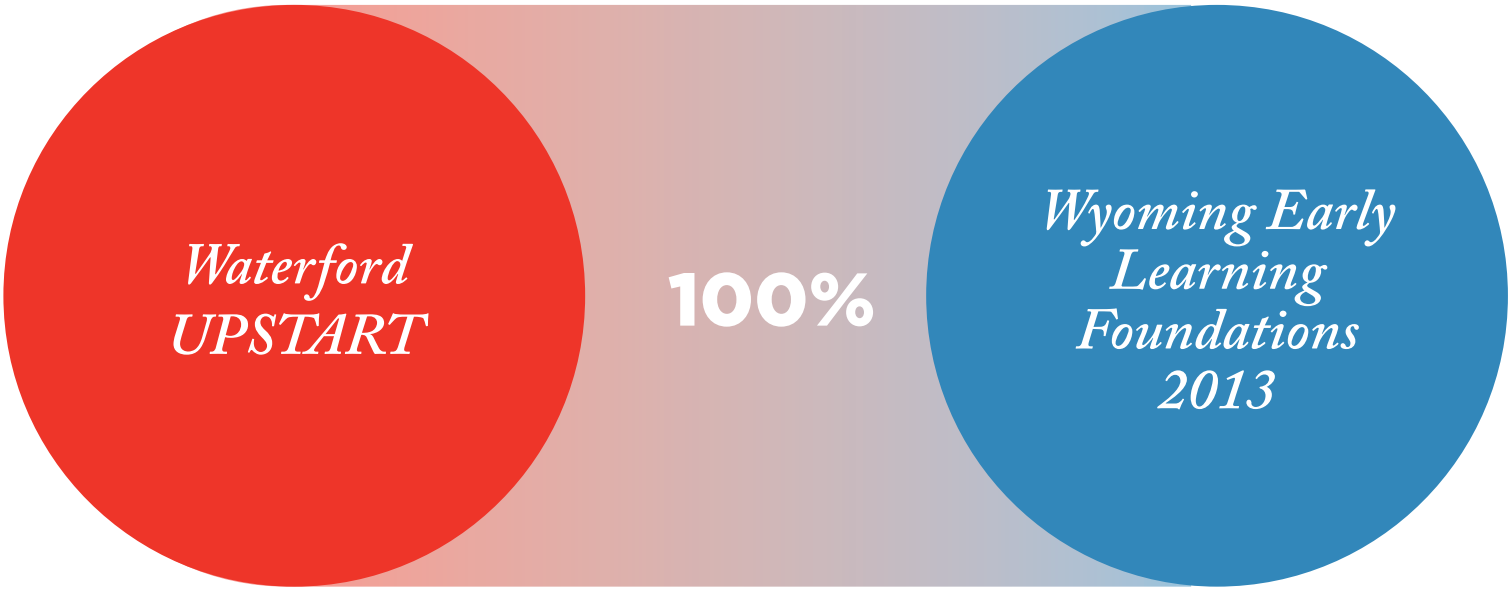
Correlation



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OVERVIEW

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This document provides a detailed correlation of WATERFORD UPSTART *to the* WYOMING EARLY LEARNING FOUNDATIONS 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:

- Wyoming 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.

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
1. APPROACHES TO LEARNING	
Initiative and Curiosity: An interest in varied activities, a desire to learn, creativeness, and independence in learning.	
Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities .	• Perfect Present • Pretend Play
Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks .	• Science Investigation • Informational Books (See titles at end of document.)
Asks questions and seeks new information.	• Science Investigation • Informational Books (See titles at end of document.)
Explores things in the environment and tries to figure out how they work (e.g., how they can be combined, new uses, etc.).	• Science Investigation • Informational Books (See titles at end of document.) • Pretend Play • Perfect Present • Magnets
Persistence and Attention: The ability to begin and finish activities with attention and persistence.	
When adults provide resources and activities that children are interested in and allow them to continue to stay involved in meaningful activities that they choose, children will stay interested and engaged for extended periods of time .	Engaging activities in Waterford hold children's attention and build persistence by allowing them to click Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.
Sets goals, develops and follows through on plans.	Children follow plans independently as they progress through the Waterford Early Learning sequence of activities.
Resists distractions, maintains attention, and continues the task at hand through frustrations and distractions.	Engaging activities in Waterford hold children's attention and build persistence by providing visual clues when children need extra assistance to finish a task. The support can range from repeating instructions to offering encouragement and various hints to step-by-step, follow-me directions.
Cooperation: An interest and engagement in group experiences.	
Plans, initiates, and completes learning activities with peers.	• You Be the Teacher
Joins in cooperative play with others and invites others to play.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Models or teaches peers.	• You Be the Teacher • Pretend Play • Baby's Blocks
Helps, shares, and cooperates in a group.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
2. CREATIVE ARTS EXPRESSION	
Music: The use of voice and instruments to create sounds.	
Participates in music activities, such as listening, singing, or performing.	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. • Sing a Rhyme Songs/Books (See titles at end of document.) • Mama's Melody • Baby's Ballet
Experiments with musical instruments.	• See "Parent Portal Resources" at end of document.
Creative Movement and Dance: The use of the body to move to music and express oneself.	
Expresses what is felt and heard in various musical tempos and styles.	• Baby's Ballet • Mama's Melody
Moves to different patterns of beat and rhythm in music.	• Baby's Ballet • Mama's Melody
Uses creative movement to express concepts, ideas, or feelings.	• Baby's Ballet • Mama's Melody
Visual Arts: The use of a range of media and materials to create drawings, pictures, or other objects.	
Uses different materials and techniques to make art creations.	Waterford encourages everyone to keep writing and art materials available for children's creations.
Creates artistic work that reflects thoughts, feelings, experiences, or knowledge.	Waterford encourages everyone to keep writing and art materials available for children's creations. • Squirrel's Sketches
Discusses one's artistic creations and those of others.	• Song: Colors, Colors • Squirrel's Sketches
Drama: The portrayal of event, characters, or stories through acting or puppets, using props and language.	
Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	• Papa's Play • Pretend Play
Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.	• Papa's Play • Pretend Play
3. LANGUAGE DEVELOPMENT	
Receptive Language: The ability to understand or comprehend language.	
Responds to language during conversations, songs, stories, or other learning experiences.	Students continually follow instructions in order to complete activities in Waterford. Activities are interactive, requiring the student to listen carefully and respond promptly.
Follows one- and two-step directions.	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately, often following one- and two-step directions.
Comprehends increasingly complex and varied vocabulary.	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.

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
Receptive Language: The ability to understand or comprehend language *continued*.	
Comprehends different forms of language, such as questions or exclamations.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks
Expressive Language: The ability to use one or more languages to communicate.	
Engages in communication and conversation with peers and adults.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
Uses increasingly complex and varied vocabulary to express ideas and needs.	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.
Uses different forms of language such as questions, comments, or explanations.	• Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks
Asks and answers questions in order to seek help, get information, or clarify something that is not understood.	Social Emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.
With guidance and support, uses the conventions of Standard English grammar when speaking.	Social Emotional videos model conversations and discussions between various characters that demonstrate the conventions of Standard English grammar, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences. • Song: What Is a Sentence? • Sentences
Engages in storytelling by asking and answering questions about key details and requesting clarification.	• Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Look at Details • What Comes Next? • Build Knowledge
Identifies and applies meanings for familiar words.	• Vocabulary
Identifies real-life connections between words and their 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.

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
4. LITERACY KNOWLEDGE AND SKILLS ***Early Learning Foundations corresponding to Common Core State Standards English Language Arts (CCSS.ELA.K)***	
Book Appreciation and Knowledge: The interest in books and their features, and the ability to understand and get meaning from stories and information from books and other texts.	
Shows an interest in shared reading experiences and looking at books independently .	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.)
Recognizes how books are read (front to back and one page at a time) and recognizes basic features of books such as title, author, and illustrator.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print. • Print Concepts • Print Directionality
Asks and answers questions and makes comments about printed materials.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.)
Shows interest in different kinds of literature--fiction, non-fiction, informational text, poetry--on a range of topics.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.)
Retells stories or information from books through conversation, artistic works, creative movement, or drama.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.)
Relates content to real-life experience.	• Connect to Me • Build Knowledge
Makes connections between illustrations and text.	• Words Tell About the Pictures • Picture Story

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
Print Concepts and Conventions: The concepts about print and early decoding (identifying letter-sound relationships).	
Recognizes print in everyday life, such as numbers, letters, the child's name, words, and familiar logos and signs.	• Explain Numbers • Alphabet Introduction • What's Your Name?
Points to writing and asks what it says.	• Print Concepts • Print Directionality • Words Tell About the Pictures • Picture Story
Pretends to read following English print conventions of reading left to right and top to bottom of page.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print. • Print Concepts • Print Directionality
Can point to a word on a page in a book.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.) • Print Concepts • Print Directionality
Recognizes the association between spoken or signed and written words and will ask an adult to write specific words.	• Print Concepts • Print Directionality • Words Tell About the Pictures • Picture Story
Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.	
Identifies and discriminates between words in language, between separate syllables, and between sounds and phonemes, such as attention to the beginning and ending sounds of words.	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? • Rhyme • One Doesn't Rhyme • Syllables • Syllable Safari

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
Alphabetical Skills: The names and sounds associated with letters	
Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.	• ABC Songs • Alphabet Review • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter • What's Your Name?
Recognizes that letters have distinct sound(s) associated with them.	• Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound?
Attends to the beginning letters and sounds in familiar words.	• Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter
Identifies letters and associates correct sounds with letters.	• ABC Songs • Letter Sound Songs • Alphabet Review • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter • What's Your Name? • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound?

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
Alphabetical Skills: The names and sounds associated with letters *continued*	
Identifies name and familiar words (environmental print).	• What's Your Name? • Power Words
Early Writing: The familiarity with writing tools, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
Experiments with writing tools and materials.	Waterford encourages everyone to have writing and art materials available for children's creations. Children also must practice writing letters and words.
Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, hearing stories, or giving an opinion.	• Print Concepts • Print Directionality • Words Tell About the Pictures • Picture Story
Uses scribbles, shapes, pictures, and letters or words.	• Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing
With guidance and support, uses a combination of drawing, dictating, or writing to express an opinion or tell a simple story.	• Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing
With guidance and support, participates in shared research and writing projects.	• See "Parent Portal Resources" at end of document.
5. LOGIC AND REASONING	
Reasoning and Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.	
Seeks multiple solutions to a question, task, or problem.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Recognizes cause-and-effect relationships.	• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation
Classifies, compares, and contrasts objects, events, and experiences.	• Songs: The Scientific Method; Savanna Size; Large, Larger, Largest • Book: Mine • Make Comparisons • Science Investigation • Size • Order Size • Big and Little • Heavy and Light • Tall and Short
Uses past knowledge to build new knowledge.	• Connect to Me • Build Knowledge

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
Symbolic Representation: The use of symbols or objects to represent something else.	
Represents people, places, or things through drawings, movement, and three-dimensional objects.	Waterford encourages everyone to have writing and art materials available for children's creations. • Soup's On!
Engages in pretend play and acts out roles.	• Pretend Play • Papa's Play
Recognizes the difference between pretend or fantasy situations and reality.	• Real and Make-believe • Distinguish Between Fantasy and Reality
6. MATHEMATICS KNOWLEDGE AND SKILLS ***Early Learning Foundations corresponding to Common Core State Standards Mathematics (CCSS.M.K)***	
Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).	
Recognizes numbers and quantities in the everyday environment.	• Number Books • Number Instruction • Number Recognition and Sense • Counting Songs • Number Counting • Counting Puzzles • Match Numbers • Bug Fun • Make and Count Groups
Recites numbers in the correct order and understands that numbers come "before" or "after" one another.	• Number Books • Number Instruction • Number Recognition and Sense • Order Numbers • Counting Songs • Number Counting • Counting Puzzles • Match Numbers • Bug Fun • Make and Count Groups • Number Line
Associates quantities and the names of numbers with written numerals.	• Number Instruction • Number Recognition and Sense
Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.	• One-to-one Correspondence • Moving Target (Dots) • Number Counting • Make and Count Groups
Uses the number name of the last object counted to represent the number of objects in the set.	• Number Books • Number Instruction • Number Recognition and Sense • Order Numbers • Counting Songs • Number Counting • Counting Puzzles • Match Numbers • Bug Fun • Make and Count Groups

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
Number Relations and Operations: The use of numbers to describe relationships and solve problems.	
Uses a range of strategies, such as counting, subitizing ("seeing" how many objects without counting), or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as "more," "less," "greater than," "fewer," or "equal to".	• Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • One-to-one Correspondence • Moving Target (Dots) • Number Counting • Make and Count Groups • Match Numbers • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than
Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	• Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction
Identifies the number of items in a set that is created when items are combined or separated.	• Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction
Geometry, Patterns, and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another. The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.	
Recognizes and names common shapes--their parts and attributes.	• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
Combines and separates shapes to make other shapes.	• Geoboard • Tangrams
Compares objects in size and shape.	• Congruence • Similar Figures
Can follow directions or name positions of objects, such as "up," "down," "in front," "behind," "between," "next to," and "under".	• Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Right, Left • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
Geometry, Patterns, and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another. The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern *continued*.	
Sorts, classifies, and serializes (puts in a pattern) objects, such as by color, shape, and size.	• Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry; Train Station Patterns • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures • Pattern: AB; ABB; ABC
Recognizes, duplicates, and extends simple patterns.	• Song: Train Station Patterns • Pattern: AB; ABB; ABC
Creates patterns through the repetition of a unit.	• Song: Train Station Patterns • Pattern: AB; ABB; ABC
Measurement and Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.	
Compares and describes objects using attributes of length, weight, and size (bigger, longer, taller, heavier).	• Songs: Savanna Size • Make Comparisons • Size • Length • Capacity • Big and Little • Heavy and Light • Tall and Short
Orders objects by size or length.	• Songs: Savanna Size; Large, Larger, Largest • Make Comparisons • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Length
Uses nonstandard and standard techniques and tools to measure and compare.	• Song: Measuring Plants • Length
Sorts objects by count (more or less).	• Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Sort • Make and Count Groups • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
7. PHYSICAL DEVELOPMENT AND HEALTH	
Physical Health Status: The maintenance of healthy age-appropriate physical well-being.	
Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.	• See "Parent Portal Resources" at end of document.
Participates in prevention and management of chronic health conditions and avoids toxins such as lead.	• See "Parent Portal Resources" at end of document.
Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height and age.	• See "Parent Portal Resources" at end of document.
Gets sufficient rest and exercise to support healthy development.	• Book: We All Exercise • Exercise and Rest
Health Knowledge and Practice: The understanding of healthy, safe habits and practicing healthy habits.	
Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	• See "Parent Portal Resources" at end of document.
Communicates an understanding of the importance of health and safety routines and rules.	• Book: The Germs • Avoid Germs and Prevent Illness
Follows basic heath and safety rules and responds appropriately to harmful or unsafe situations.	• Song: Sun Blues • Avoid Germs and Prevent Illness
Distinguishes food on a continuum from most healthy to least healthy.	• Song: Health • Healthy Food • Dinner Time
Eats a variety of nutritious foods.	• Dinner Time • The Picnic
Participates in structured and unstructured physical activities.	• Book: We All Exercise • Exercise and Rest
Recognizes the importance of doctor and dentist visits.	• See "Parent Portal Resources" at end of document.
Cooperates during doctor and dentist visits and health and developmental screenings.	• See "Parent Portal Resources" at end of document.
Gross Motor: The control of large muscles for movement, navigation, and balance.	
Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.	• See "Parent Portal Resources" at end of document.
Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	• See "Parent Portal Resources" at end of document.
Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.	• See "Parent Portal Resources" at end of document.

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
Fine Motor: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.	
Uses hands to manipulate objects, fasteners, tools, and toys using a variety of grasps.	The daily use of a touch pad or mouse develops eye–hand coordination.
Turns pages in a book.	• Print Directionality Introduction
Builds block towers and structures with a variety of materials.	• Soup's On • Pretend Play
Manipulates writing, drawing, and art tools.	Waterford encourages everyone to have writing and art materials available for children's creations. Children also must practice writing letters and words.
8. SCIENCE KNOWLEDGE AND SKILLS	
Scientific Skills and Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.	
Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	• Science Tools • Science Investigation • Sight • Hearing • Touch • Smell • Taste
Observes and discusses common properties, differences, and comparisons among objects.	• Make Comparisons • Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures
Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	• Song: The Scientific Method • Science Investigation • Observe a Simple System
Collects, describes, and records information through discussions, drawings, maps, and charts.	• Books: Milton's Mittens; One More Cat • Calendar/Graph Weather
Describes and discusses predictions, explanations, and generalizations based on past experience.	• Song: The Scientific Method • Science Investigation • Observe a Simple System

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
Conceptual Knowledge of the Natural and Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.	
Observes , describes, and discusses living things and natural processes.	• Songs: Living and Nonliving, Plants Are Growing, Food From Plants, Measuring Plants, Plant or Animal, Vertebrates, Birds, Fish, Invertebrates • Make Comparisons • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates • Plants
Observes, describes, and discusses properties of materials and transformation of substances.	• Song: Solid or Liquid • Materials • Magnets • Solid and Liquid
Begins to learn concepts related to: Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering/Technology/Applications of Science.	• Songs: The Scientific Method; Seasons; Solid or Liquid; Living and Nonliving; Push and Pull; Sound • Books: That's What I Like, a Book About Seasons; Star Pictures; Where in the World Would You Go Today? • Science Investigation • Push and Pull • Living and Nonliving • Plant or Animal • Spring • Summer • Fall • Winter • Environments • Sun • Moon • Constellations
9. SOCIAL AND EMOTIONAL DEVELOPMENT	
Social Relationships: The healthy relationships and interactions with adults and peers.	
Communicates with familiar adults and accepts or requests guidance.	• It's Not Fair! • Do I Have To? • Squirrel's Blocks
Cooperates with others.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Develops friendships with peers.	• Clubhouse
Establishes secure relationships with adults.	• Find Me! • Where's Papa?

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
Social Relationships: The healthy relationships and interactions with adults and peers *continued*.	
Uses socially appropriate behavior with peers and adults. Socially appropriate behavior in this age group means participating in activities that promote helping, sharing, and taking turns.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Resolves conflict with peers alone and/or with adult intervention as appropriate.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Uses word and actions to assert self in socially appropriate ways.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Recognizes and labels others' emotions.	• Boo Hoo Baby • Baby's Blocks • Musical Mayhem • Papa's Thumb • Noisy Children
Expresses empathy and sympathy to peers.	• Boo Hoo Baby • Baby's Blocks • Musical Mayhem
Recognizes how actions affect others and accepts consequences of one's actions.	• Do I Have To? • It's Not Fair!
Demonstrate affection in socially appropriate ways by offering compliments, choosing to sit next to a peer, offering a toy, etc.	• Where's Papa? • Clubhouse
Self-concept and Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
Identifies personal characteristics, preferences, thoughts, and feelings.	• Books: Mine; Ooey, Gooey Mud; I Hate Peas • Soup's On! • Do I Have To? • It's Not Fair!
Demonstrates age-appropriate independence in a range of activities, routines, and tasks.	• Perfect Present • Clubhouse • Mama's Melody
Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	• Dinner Time • The Picnic
Demonstrates age-appropriate independence in decision making regarding activities and materials.	• Perfect Present • Pretend Play • Dinner Time • The Picnic
Self-regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.	
Recognizes and labels emotions.	• Lost Dinosaur • Lost Keys • Papa's Thumb • Squirrel's Blocks • Baby's Blocks • Boo Hoo Baby • Where's Papa? • Lost and Found

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
Self-regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior *continued*.	
Handles impulses and behavior with minimal direction from adults.	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."
Follows simple rules, routines, and directions.	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities. Students continually follow directions in order to complete activities that are interactive, requiring them to listen carefully and respond promptly.
Shifts attention between tasks and moves through transitions with minimal direction.	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities. • Soup's On!
Emotional and Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.	
Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	• Where's Papa? • Soup's On! • Lost and Found • It's Not Fair! • Do I Have To? • Lost Dinosaur • Lost Keys • Squirrel's Blocks
Refrains from disruptive, aggressive, angry, or defiant behaviors.	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."
Adapts to new environments with appropriate emotions and behaviors.	• Soup's On • Dinner Time • The Picnic • Clubhouse • Lost Dinosaur
10. SOCIAL STUDIES KNOWLEDGE AND SKILLS	
Self, Family, and Community: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.	
Identifies personal and family structure.	• Book: Jose Three • My Family
Identifies similarities and respects differences among people.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Recognizes a variety of jobs and the work associated with them.	• Books: Follow the Apples; Mr. Mario's Neighborhood
Explains (or tells) reasons for rules in the home and classroom and for laws in the community.	• See "Parent Portal Resources" at end of document.

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
Self, Family, and Community: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity *continued*.	
Describes or draws aspects of the geography of the classroom, home, and community.	• Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests
People and the Environment: The understanding of the relationship between people and the environment in which they live.	
Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	• Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests
Recognizes that people share the environment with other people, animals, and plants.	• Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests • Wetlands • Prairies
Recognizes how people can take care of the environment through activities, such as recycling.	• Song: Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water
History and Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.	
Differentiates between past, present, and future.	• Today • Yesterday/Tomorrow
Recognizes events that happened in the past, such as family or personal history.	• Books: The Watermelon Seed; The Brothers; Mr. Lucky Straw
Identifies that how people live and what they do changes over time.	• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; That's What I Like, a Book About Seasons • Spring • Summer • Fall • Winter

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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

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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?

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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

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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

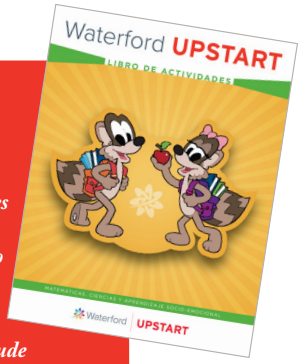
Early Learning Standards: Expresses Emotions and Feelings, Develops Self-Control by Regulating Impulses and Feelings, Employs Positive Social Behaviors with Peers and Adults, Participates in Cooperative Play, Develops Skills to Interact Cooperatively with Others

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.



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