

## *Curriculum:* WATERFORD EARLY LEARNING: SMARTSTART

Waterford Early Learning: SmartStart combines independent online learning with in-class, hands-on activities for a comprehensive PreK experience. With online and in-class activities, SmartStart meets many national and state early learning standards. (See <http://help.waterford.org/resources/> for specific correlations.)

OVERVIEW	
CREATIVE EXPRESSION	<ul style="list-style-type: none"> <li>• Dance &amp; Movement</li> <li>• Drama &amp; Storytelling</li> <li>• Music</li> <li>• Visual Arts</li> </ul>
HEALTH & PHYSICAL DEVELOPMENT	<ul style="list-style-type: none"> <li>• Health &amp; Safety: Healthy Habits, Nutrition &amp; Meals, Safety</li> <li>• Gross Motor Skills</li> <li>• Fine Motor Skills</li> </ul>
LANGUAGE	<ul style="list-style-type: none"> <li>• Receptive Language</li> <li>• Expressive Language</li> <li>• Vocabulary</li> </ul>
LITERACY	<ul style="list-style-type: none"> <li>• Alphabet Knowledge: Alphabet, Name</li> <li>• Digital Literacy</li> <li>• Emergent Writing</li> <li>• Phonological Awareness: Sound Awareness, Words &amp; Compound Words, Rhyme, Syllables</li> <li>• Phonological Awareness/Phonemic Awareness: Alliteration &amp; Blending</li> <li>• Print Knowledge</li> <li>• Reading Comprehension</li> </ul>
MATH & NUMERACY	<ul style="list-style-type: none"> <li>• Numbers &amp; Counting</li> <li>• Numeracy &amp; Number Relationships</li> <li>• Operations &amp; Algebraic Thinking: Logic &amp; Mathematical Reasoning, Patterns &amp; Classification</li> <li>• Measurement &amp; Data</li> <li>• Geometry &amp; Spatial Sense: Shapes, Position</li> </ul>
SCIENCE & ENGINEERING	<ul style="list-style-type: none"> <li>• Earth Science (Including Weather)</li> <li>• Life Science: Animals, Humans, Living &amp; Nonliving, Plants</li> <li>• Physical Science &amp; Engineering</li> <li>• Scientific Inquiry: Curiosity, Observation, Investigation</li> </ul>
SOCIAL & EMOTIONAL LEARNING	<ul style="list-style-type: none"> <li>• Self Concept &amp; Independence</li> <li>• Emotional Functioning</li> <li>• Social Awareness</li> <li>• Social Skills</li> </ul>
LEARNING MINDSET	<ul style="list-style-type: none"> <li>• Self Regulation (Rules, Routines, and Responsibility)</li> <li>• Executive Function (Attention, Flexibility, Inhibition, Memory, Persistence, and Problem-Solving)</li> </ul>

## WATERFORD EARLY LEARNING: SMARTSTART

### CREATIVE EXPRESSION

#### DANCE & MOVEMENT

- Starts and stops on cue
- Moves to a beat
- Moves in opposing ways (fast, slow, etc.)
- Maintains personal space while moving
- Uses props to create movements to music
- Uses movement to explore new knowledge
- Identifies a given body part and moves it on request
- Uses dance or movement to explore or extend knowledge
- Imitates and mirrors movements
- Performs sequence of actions
- Participates in guided improvisation
- Makes observations about movement
- Moves in general space while maintaining personal space
- Moves from one space to another in a variety of ways
- Uses body to respond to music
- Demonstrates respectful audience skills during performances

#### DRAMA & STORYTELLING

- Acts out a familiar story
- Plays familiar real-life roles and situations
- Problem solves to sustain dramatic play
- Applies planning, persistence, and problem-solving to dramatic play
- Demonstrates respectful audience skills during storytelling
- Creates props and materials from nonrepresentational materials
- Dramatizes familiar story
- Engages in pretend/dramatic play
- Participates in stories and dramatic performances from a variety of cultures
- Makes observations about culturally diverse storytelling and dramatic performances
- Uses nonrepresentational materials to create props, costumes, etc.
- Alters voice to act out different characters
- Makes connections with a dramatic experience

### MUSIC

- Explores and experiences a variety of music
- Explores a variety of musical forms, including rhythm instruments
- Experiences different music styles
- Plays instruments
- Starts and stops playing/singing on cue
- Identifies and explores contrasts in pitch (high and low)
- Identifies and explores contrast in tempo (speed)
- Participates in read-alouds about music
- Performs music with expression
- Explores contrast in volume
- Claps or taps out rhythmic patterns
- Imitates or improvises sounds, patterns, or songs
- Participates in classroom music explorations
- Expresses and explains musical preferences
- Identifies and explores contrasts in volume or dynamics
- Identifies musical elements
- Responds to instruction
- Makes/Creates musical instruments

### VISUAL ARTS

- Demonstrates safe and appropriate use and care of art materials
- Creates art that explores space
- Manipulates modeling clay
- Develops vocabulary to discuss art forms
- Develops art vocabulary
- Explores art materials
- Explores elements of art: texture, color, and line
- Uses a variety of materials to create art
- Explores mixing colors
- Explores primary colors
- Acquires specialized art vocabulary
- Shows sensitivity to shades of meaning
- Creates art that explores texture
- Uses art to explore new or prior knowledge
- Describes own work
- Engages in self-directed creative making
- Discusses intentions
- Recognizes/Discusses reasons for saving and caring for art
- Views art and displays
- Makes thoughtful observations about diverse artwork

## WATERFORD EARLY LEARNING: SMARTSTART

### HEALTH & PHYSICAL DEVELOPMENT

#### HEALTH & SAFETY

##### Healthy Habits

- Washes hands with soap and warm water
- Practices good personal hygiene
- Explains basic sun safety
- Understands the importance of exercise
- Explains that germs make us sick
- Explains that people need exercise and rest
- Understands the importance of avoiding germs to stay healthy, sneezes into shoulder, and uses tissues to blow nose
- Demonstrates awareness of cleanliness, including washing and bathing
- Independent dressing skills
- Puts on shoes and socks
- Role-plays doctor visits and routine health screening
- Understands the importance of dental care; brushes teeth independently and effectively
- Dresses appropriately for the weather

##### Nutrition & Meals

- Practices good table manners
- Participates in preparing healthy snacks
- Explores a variety of foods from different food groups
- Identifies and discusses healthy foods
- Explores food groups

##### Safety

- Understands warning signs and symbols
- Uses safety goggles
- Identifies and interacts with community helpers
- Practices basic safety procedures
- Knows how to call 911 for help
- Role-plays and discusses potential dangers
- Practices and follows class emergency procedures
- Practices identifying trustworthy adults
- Practices saying “No!” and seeking help when appropriate
- Understands that body parts covered by a bathing suit are private
- Displays a healthy respect for traffic and parking lots
- Identifies and warns others of potential dangers
- Demonstrates awareness of universal choking sign
- Discusses water safety

### GROSS MOTOR SKILLS

- Develops muscular strength and coordination
- Develops balance
- Moves and stops with control over speed and direction
- Maintains balance while changing direction or position
- Hops, jumps, gallops (coordinated large-muscle locomotion)
- Demonstrates good balance control
- Demonstrates strength and coordination
- Walks on balance beam, curb or log
- Catches, kicks, and bounces ball (coordinated temporal and spatial movements)
- Reaches, twists, turns, and bends (axial movements)
- Pedals, climbs, pumps on swing (coordinated large muscle)

### FINE MOTOR SKILLS

- Holds scissors properly
- Pours liquids accurately
- Cuts along a straight line
- Cuts out shapes
- Coordinates hand-eye movement
- Sorts data by size
- Practices pincer grip and scissor skills
- Strengthens and controls hand muscles by manipulating objects

## WATERFORD EARLY LEARNING: SMARTSTART

### LANGUAGE

#### RECEPTIVE LANGUAGE

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| <ul style="list-style-type: none"> <li>• Follows whole-group instruction</li> <li>• Shows comprehension</li> <li>• Comprehends simple time intervals</li> <li>• Turns and talks</li> </ul> | <ul style="list-style-type: none"> <li>• Answers Yes or No questions</li> <li>• Plays follow-the-leader</li> <li>• Follows instructions that specify all and none/not any</li> <li>• Comprehends sequential language</li> </ul> | <ul style="list-style-type: none"> <li>• Answers who, what and why questions verbally</li> <li>• Understands multi-phrase sentences</li> <li>• Participates in games</li> </ul> |
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#### EXPRESSIVE LANGUAGE

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| <ul style="list-style-type: none"> <li>• Uses agreed upon conventions during whole- and small-group discussions (raises hand, waits to be called on, stays on topic, etc.)</li> <li>• Practices introducing self</li> <li>• Uses descriptive language</li> <li>• Uses past tense</li> <li>• Masters letter sounds</li> <li>• Extends sentences</li> </ul> | <ul style="list-style-type: none"> <li>• Talks self through new or difficult tasks</li> <li>• Uses pronouns I, You, and My correctly</li> <li>• Describes familiar objects</li> <li>• Uses common verbs</li> <li>• Uses prepositions like “on” and “off”</li> <li>• Uses expressive language</li> <li>• Combines sentences to indicate sequencing</li> <li>• Participates in dialogic reading</li> </ul> | <ul style="list-style-type: none"> <li>• Possesses social conversation skills</li> <li>• Adapts speech to context</li> <li>• Offers clear explanations</li> <li>• Adds drawings for additional detail</li> <li>• Uses comparative speech</li> <li>• Waits until a teacher finishes a conversation with an adult before talking</li> <li>• Gives directions and narrates activities</li> </ul> |
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#### VOCABULARY

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| <ul style="list-style-type: none"> <li>• Describes familiar things with detail</li> <li>• Asks and answers questions about unknown/ unfamiliar words</li> <li>• Uses a new word to describe or rephrase</li> <li>• Makes real world connections with vocabulary words</li> <li>• Uses new words while acting out a story</li> <li>• Uses a new word to describe an action</li> <li>• With support, asks and answers questions about unfamiliar words in read-alouds</li> <li>• Uses a new word in a discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Discusses new words in relation to known words and categories</li> <li>• Uses appropriate sentence structure</li> <li>• Spontaneously uses new words in play</li> <li>• Demonstrates understanding of new words</li> <li>• Describes new objects by using the name of the object and what it does</li> <li>• Uses new vocabulary to describe events</li> <li>• Identifies 1-2 synonyms for very familiar words</li> <li>• Predicts meaning of new words from context</li> <li>• Uses new vocabulary to identify favorite part</li> </ul> | <ul style="list-style-type: none"> <li>• Comprehends and uses classroom language, like compare</li> <li>• Makes real-life connections between words and their use</li> <li>• Describes field trip using content words</li> <li>• Identifies common antonyms</li> <li>• Uses content-specific words</li> <li>• Identifies which object doesn't belong</li> <li>• Understands and uses academic language</li> <li>• Uses category labels (part/whole, object/function, object/location)</li> </ul> |
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## WATERFORD EARLY LEARNING: SMARTSTART

### LITERACY

#### ALPHABET KNOWLEDGE

##### Alphabet

- Demonstrates understanding of letters and the alphabet sequence
- Recognizes and names capital letters
- Sings the alphabet song
- Recognizes and forms capital letters
- Matches short vowel sound to letter
- Participates in Alphabet Knowledge Centers
- Recognizes lowercase letters
- Matches capital and lowercase versions of the same letter
- Recognizes and forms lowercase letters
- Knows letter-sound relationships
- Matches letters to their sounds

##### Name

- Recognizes own name
- Demonstrates name recognition

### DIGITAL LITERACY

- Order letters to spell name
- Accesses and navigates applications
- Uses the computer to find information
- Knows how to delete and change computer entries
- Uses basic technology terms in everyday speech
- Understands that passwords should be private
- Practices telling a trusted adult if something unexpected or uncomfortable happens
- With guidance, shares and discusses digital products

### EMERGENT WRITING

- Demonstrates proper pencil grip
- Forms letters properly
- Experiments with marks meant to convey meaning
- Writes for a growing variety of purposes
- Writes/illustrates/dictates stories and/or journal entries
- Composes signs or lists as a part of play activities
- Writes invitation, birthday, or thank you cards
- Writes and/or dictates about special events or field trips, real or imagined

### PHONOLOGICAL AWARENESS

#### Sound Awareness

- Identifies, discriminates between, and sequences/orders sounds
- Explores medial sound awareness
- Writes increasingly sophisticated text, including invented spelling
- Discriminates between sounds

#### Words & Compound Words

- Segments short sentences into words
- With support, slaps out words in a sentence
- Blends two spoken words into a compound word
- Blends compound words
- Segments compound words
- Sorts words into short and long words

## WATERFORD EARLY LEARNING: SMARTSTART

### Rhyme

- Demonstrates rhyme awareness
- Identifies spoken rhymes
- Participates in rhyme play
- Supplies rhyming words
- Discriminates between rhyme and non-rhyme
- Produces nonsense rhymes
- Participates in rhyming games

### Syllables

- Sorts words into short and long words
- Blends syllables into a whole word
- Segments syllables in spoken words
- Blends syllables
- Segments syllables
- Blends 2 or 3 syllables into a word

## PHONOLOGICAL AWARENESS/PHONEMIC AWARENESS

### Alliteration & Blending

- Demonstrates initial sound awareness
- Tells if words begin with the same sound
- Onset-Rime
- Blends onset (initial consonant or consonants) and rime (vowel to end) into familiar one-syllable words
- Initial sounds
- Hears two words and tells if they begin with the same sound
- Explores final sound awareness
- Final sounds
- Demonstrates final sound awareness
- Medial sounds
- Explores medial sound awareness
- Blending phonemes
- Blends phonemes to make familiar one-syllable words
- Blends phonemes to make words

## PRINT KNOWLEDGE

- Reads daily schedule and calendar
- Understands that print carries a message
- Writes daily message as class
- Follows words from left-to-right, top-to-bottom, page-by-page (Print Directionality)
- Understands that letters are grouped to form words, separated by spaces
- Points to word in story being read
- Explains purpose and use of book covers
- Understands functions of authors and illustrators
- Print concepts
- Recognizes environmental print
- Makes one-to-one word substitutions in stories and poems
- Capitalizes the pronoun “I”
- Recognizes the power word “I”
- Demonstrates understanding of print conventions

## READING COMPREHENSION

- Maintains engagement during group read-alouds for 15–20 minutes
- Uses evidence to identify/analyze/predict a character’s feelings, intentions, or behavior
- Listens and participates in interactive read-alouds
- Listens to repeated readings of favorite books
- Makes a connection between new information and prior knowledge
- Uses real-world vocabulary
- Predicts based on narrative pattern
- Constructs meaning based on evidence
- Relates own experiences to facts read in books

## WATERFORD EARLY LEARNING: SMARTSTART

### MATH & NUMERACY

#### NUMBERS & COUNTING

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| <ul style="list-style-type: none"> <li>• Moves, touches, and/or points to one object per number count, using one-to-one correspondence</li> <li>• Counts items arranged symmetrically (in an array)</li> <li>• Comprehends that objects may be counted in any order</li> <li>• Subitizes: Effortlessly recognizes small quantities</li> <li>• Comprehends that arrangement of items does not affect quantity</li> <li>• Knows last count tells how many</li> <li>• Understands that numbers tell how many</li> <li>• Counts on fingers</li> <li>• Recognizes and writes numerals</li> <li>• Understands that each successive number represents one more</li> </ul> | <ul style="list-style-type: none"> <li>• Understands concept of a pair</li> <li>• Recognizes and writes numerals to 12</li> <li>• Counts out a specified number of objects from a larger quantity</li> <li>• Associates quantity of objects with a written numeral</li> <li>• Associates a quantity of objects 1-5 with a written numeral</li> <li>• Fluently recognizes and represents quantity in multiple forms (number frame, numeral, graphic, dots, etc.)</li> <li>• Uses one-to-one correspondence to match and compare sets</li> <li>• Counts backwards from 10</li> </ul> | <ul style="list-style-type: none"> <li>• Writes numerals 0-15</li> <li>• Recites number words in order to 20</li> <li>• Demonstrates that quantity holds true across arrangements</li> <li>• Associates quantities 0-15 with a written numeral</li> <li>• Counts scattered items</li> <li>• Counts items in a line</li> <li>• Counts 1-15 items with one count per item</li> <li>• Distributes up to 10 items equally between friends (that's one for you, and one for me)</li> </ul> |
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#### NUMERACY & NUMBER RELATIONSHIPS

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| <ul style="list-style-type: none"> <li>• Understands that each successive number represents one more</li> <li>• Understands that each successive number name refers to a quantity that is one larger</li> <li>• Orders quantities</li> <li>• Identifies numbers plus one</li> <li>• Compares quantities</li> </ul> | <ul style="list-style-type: none"> <li>• Explores composing and decomposing numbers</li> <li>• Identifies numbers in relation to benchmarks (5 and 10)</li> <li>• Composes and decomposes numbers</li> <li>• Identifies number pairs that total a given sum</li> <li>• Identifies the relationship of one quantity or number with another as more, less/fewer, or equal</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies relationship between numerals as more or less</li> <li>• Identifies which quantity is less</li> <li>• Explores numbers as 10s and 1s</li> <li>• Explores groups of 10s and 1s</li> <li>• Identifies numbers plus/minus 1 and 2</li> </ul> |
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#### OPERATIONS & ALGEBRAIC THINKING

##### Logic & Mathematical Reasoning

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| <ul style="list-style-type: none"> <li>• Counts on from a specified number</li> <li>• With support, counts on from a number greater than 1</li> <li>• Finds the quantity that must be added to make 10 by using objects or drawings</li> </ul> | <ul style="list-style-type: none"> <li>• Uses mathematical language</li> <li>• Uses logic/mathematical reasoning to solve a problem</li> <li>• Uses concrete models for taking away objects</li> </ul> | <ul style="list-style-type: none"> <li>• Finds the quantity that must be added to make 5, then 10, by using objects or drawings</li> <li>• Demonstrates or explains reasoning used to solve a problem</li> </ul> |
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## WATERFORD EARLY LEARNING: SMARTSTART

### Patterns & Classification

- Matches similar objects, using the words “same” and “different”
- Sorts objects by attribute
- Sorts objects by multiple attributes
- Creates own repeating patterns
- Duplicates and extends simple pattern
- Claps or marches in time to music to show recognition of pattern
- Matches/Matching

### MEASUREMENT & DATA

- Uses symbols to represent data on a graph
- Places concrete objects on a chart
- Compares data on charts or graphs
- Recognizes and compares heights, lengths, or sizes
- Orders objects by height or weight
- Measures using the same unit
- Recognizes and compares weights of objects and people
- Uses mathematical language to describe data: more, less, longer, shorter
- Recognizes and compares capacity
- Orders 2-5 objects based on measurable attributes

### GEOMETRY & SPATIAL SENSE

#### Shapes

- Names and describes basic shapes (circle, square, triangle, and rectangle) in terms of number and length of sides
- Builds shapes from components
- Explores properties of shapes
- Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes
- Breaks apart shapes
- Slides, flips, and turns shapes to demonstrate that they remain the same
- Breaks apart shapes to make real-world objects and other shapes
- Puts shapes together to make real-world objects and other shapes

#### Position

- Comprehends and uses positional words
- Finds solutions for spatial problems with blocks, LEGOs, etc.
- Comprehends spatial relationships
- Uses position words correctly
- Explores spatial problems



## WATERFORD EARLY LEARNING: SMARTSTART

### SCIENCE & ENGINEERING

#### EARTH SCIENCE (INCLUDING WEATHER)

- Explores the relationship between sunlight, shade, and sun
- Explores the properties of light
- Explores the relationship between sunlight, shade, and shadows
- Sunlight creates light and warmth
- Explores the properties and uses of water
- Explores water cycle
- Introduced to the water cycle
- Understands importance of clean drinking water
- Explores properties of clouds

### LIFE SCIENCE

#### Animals

- Distinguishes between plants and animals
- Identifies characteristics of vertebrates
- Identifies characteristics of mammals
- Identifies characteristics of birds
- Identifies characteristics of fish
- Describes characteristics and habitat of amphibians
- Identifies characteristics of amphibians
- Identifies characteristics of reptiles
- Identifies insects
- Identifies characteristics of invertebrates
- Identifies insect characteristics
- Identifies characteristics of spiders
- Identifies the characteristics of worms

#### Humans

- Demonstrates knowledge of basic body parts and functions

#### Living & Nonliving

- Observes that living things move and grow
- Observes that living things need water, air, and nutrients
- Observes living things that move and grow
- Understands the needs of living things
- Knows that living things grow

#### Plants

- Distinguishes between plants and animals
- Identifies plant uses
- Understands that plants need water, nutrients, and sun
- Identifies plant parts (seed, stem, roots, leaves)
- Identifies ways that plants are useful to people

### PHYSICAL SCIENCE & ENGINEERING

- Solves structural problems
- Explores properties of reflective/non-reflective objects
- Understands that objects have properties: float or sink
- Explores relationship between form and function
- Recognizes and explores cause and effect relationships
- Understands weight as a characteristic of objects

## WATERFORD EARLY LEARNING: SMARTSTART

### SCIENTIFIC INQUIRY

#### Curiosity

- Uses scientific practice terms (investigate)
- Understands that scientists ask and answer questions
- With support, helps plan an investigation
- With support, plans the steps of an investigation
- Uses descriptive words with precision
- Makes a prediction
- Uses scientific terms like gills and vertebrate with precision
- Reviews and documents prior knowledge
- With support, lists and acquires materials for investigation

#### Observation

- Use senses to observe and gather information
- Uses sight to make observations
- Uses hand lens
- Explore sense of sight
- Uses sense of hearing to make observations
- Explores the sense of hearing
- Makes observations based on the sense of taste
- Uses sounds to make observations
- Explores the sense of touch
- Uses touch to make observations
- Uses sense of smell
- Uses sense of taste
- Uses thermometer to show similarities and differences
- Uses observational tools
- Practices using observational tools, including a stethoscope
- Uses digital tools to make observations

#### Investigation

- Collects, describes, and records information
- Sorts plants and animals
- With help, measures and compares lengths
- Explains data and draws conclusions
- Identifies data patterns (plants have stems, roots, and leaves)
- Uses three-dimensional models
- Represents data with a picture or diagram
- Constructs three-dimensional models
- Sorts animals into groups based on body parts and functions
- Gathers and represents data with chart or graph
- Sorts items into groups by attributes
- Uses senses and simple tools to gather and represent data
- Represents data mathematically
- Performs an experiment
- Reports data and draws conclusions
- Represents data with a 3D model
- Uses time to quantify similarities and differences
- Gathers and records data with text
- Uses measurement tools to quantify similarities and differences in weight
- Measures and compares capacity

### SOCIAL & EMOTIONAL LEARNING

#### SELF CONCEPT & INDEPENDENCE

- Reflects on own actions and efforts
- Chooses and plans activities according to personal interests and preferences
- Accesses and uses SmartStart independently
- Makes choices and engages in independent activities
- Demonstrates self-efficacy
- Identifies personal characteristics, preferences, thoughts, and feelings
- Maintains designated personal space
- Monitors others during movement
- Describes self in terms of specific skills, talents, and competencies
- Voices choices and opinions, including appropriate refusals
- Asks adults or peers for help when appropriate
- Shows satisfaction or seeks acknowledgment at completion

## WATERFORD EARLY LEARNING: SMARTSTART

### EMOTIONAL FUNCTIONING

- Uses feeling words
- Labels character emotions
- Enjoys participating in activities that stimulate positive emotions
- Assigns appropriate emotions to facial expressions of sadness, anger, surprise, and happiness
- Recognizes and accurately labels emotions
- Uses words to express feelings
- Demonstrates increased ability to control and resolve emotions
- Uses appropriate strategies to decrease level of distress
- Controls/Regulates and resolves emotions
- Identifies characters' feelings

### SOCIAL AWARENESS

- Participates in group activities
- Aware of school
- Follows food from farm to table
- Identifies self as a member of a class
- Role-plays community businesses, like restaurants
- Explores the use of money
- Communicates effectively with speakers of other languages, e.g., gestures and facial expressions
- Compares own and others' preferences
- Participates in voting
- Explores representations of familiar environments
- Engages with a variety of languages
- Comprehends previously learned words in a new language
- Identifies members of household and their roles
- Identifies family members and their roles
- Shares family stories and traditions
- Participates in class discussions of varying cultures and traditions
- Recognizes changes in self and others over time
- Explores buying and selling
- Understands that people work for pay
- Uses simple greetings, words, and phrases in language other than own
- Identifies self as a member of family
- Uses visual cues to identify how other children are feeling
- Explores physical representations of neighborhood
- Recognizes change over time
- Learns about community
- Identifies similarities and differences between self and classmates
- Asks questions to discover others' perspectives
- Discusses the meaning and proper care of national flags
- Votes to make a decision as a class or small group
- Develops awareness of physical features of environment
- Looks forward to and participates in special class and school events

### SOCIAL SKILLS

- Demonstrates a desire to be helpful
- Brainstorms/proposes multiple solutions
- Greets teacher in the morning and says goodbye when leaving
- Participates in group activities, tasks, and play
- Takes turns
- Practices play skills
- Practices meeting and greeting people
- Practices graceful refusals/gives and accepts graceful refusals
- Practices kindness
- Applies friendship skills
- Practices empathy
- Demonstrates awareness of social conventions
- Recognizes and proposes solutions to social problems
- Recognizes and describes social and academic problems
- Attempts to resolve social problems by sharing
- Chooses to work with a friend
- Interacts meaningfully with a variety of playmates
- Demonstrates kindness and concern for others
- Uses please, thank you, and excuse me, as appropriate
- Respects teacher's authority
- Actively seeks out play partners
- Follows the lead of others when joining ongoing play
- Follows conflict resolution steps with teacher's guidance
- Identifies and attempts to resolve social problems
- Plays games with rules
- Shows evidence of enjoying other children
- Expresses pleasure at spending time with friends

## WATERFORD EARLY LEARNING: SMARTSTART

### LEARNING MINDSET

#### SELF-REGULATION (RULES, ROUTINES, AND RESPONSIBILITY)

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| <ul style="list-style-type: none"> <li>• Follows arrival routine with increasing independence</li> <li>• Demonstrates sense of day's sequence of activities</li> <li>• Demonstrates awareness of schedule and sequence</li> <li>• Recognizes the reason for rules at home and at school</li> <li>• Participates in the development of classroom rules</li> <li>• Respects others' work spaces and time with shared materials</li> </ul> | <ul style="list-style-type: none"> <li>• Begins cleanup at teacher's signal</li> <li>• Responds to teacher signals</li> <li>• Cleans up after self</li> <li>• Abides transitions</li> <li>• Follows center instructions</li> <li>• Cleans up and puts materials in proper places</li> <li>• Follows arrival and dismissal routines with increasing independence</li> <li>• Familiar with classroom routines</li> </ul> | <ul style="list-style-type: none"> <li>• Spontaneously adapts behavior to context</li> <li>• Assumes responsibilities of a class member</li> <li>• Describes effect of own behavior on others</li> <li>• Demonstrates increasing sensitivity to context and consequence</li> <li>• Is truthful</li> </ul> |
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#### EXECUTIVE FUNCTION (ATTENTION, FLEXIBILITY, INHIBITION, MEMORY, PERSISTENCE, AND PROBLEM-SOLVING)

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| <ul style="list-style-type: none"> <li>• Eager to learn about and discuss a range of topics, ideas, and activities</li> <li>• Waits for turn or permission before communicating (doesn't interrupt)</li> <li>• Persists at tasks that are difficult or disliked</li> <li>• Manages transitions</li> <li>• Delays gratification</li> <li>• Engages in challenging activities</li> <li>• Demonstrates ability to stop responses</li> <li>• Listens to other children</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates curiosity and openness to new ideas and strategies</li> <li>• Demonstrates flexibility</li> <li>• Attempts to match actions with words</li> <li>• Corrects teacher who makes a "mistake"</li> <li>• Inhibits (stops) impulsive responses</li> <li>• Waits for materials to be distributed</li> <li>• Waits for turn with desired toy or activity</li> <li>• Eager to try new things/activities</li> <li>• Willing to challenge self</li> </ul> | <ul style="list-style-type: none"> <li>• Willing to participate in new activities</li> <li>• Makes needs known in a socially acceptable way</li> <li>• Asks for help</li> <li>• Demonstrates initiative</li> <li>• Attends to peer responses</li> <li>• Recalls details</li> <li>• Maintains concentration during Circle Time</li> <li>• Maintains absorption in self-selected task</li> <li>• Willing to participate in new experiences</li> </ul> |
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