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/](http://help.waterford.org/resources/) for specific correlations.)

<table>
<thead>
<tr>
<th>OVERVIEW</th>
</tr>
</thead>
</table>
| CREATIVE EXPRESSION | • Dance & Movement  
   • Drama & Storytelling  
   • Music  
   • Visual Arts |
| HEALTH & PHYSICAL DEVELOPMENT | • Health & Safety: Healthy Habits, Nutrition & Meals, Safety  
   • Gross Motor Skills  
   • Fine Motor Skills |
| LANGUAGE | • Receptive Language  
   • Expressive Language  
   • Vocabulary |
| LITERACY | • Alphabet Knowledge: Alphabet, Name  
   • Digital Literacy  
   • Emergent Writing  
   • Phonological Awareness: Sound Awareness, Words & Compound Words, Rhyme, Syllables  
   • Phonological Awareness/Phonemic Awareness: Alliteration & Blending  
   • Print Knowledge  
   • Reading Comprehension |
| MATH & NUMERACY | • Numbers & Counting  
   • Numeracy & Number Relationships  
   • Operations & Algebraic Thinking: Logic & Mathematical Reasoning, Patterns & Classification  
   • Measurement & Data  
   • Geometry & Spatial Sense: Shapes, Position |
| SCIENCE & ENGINEERING | • Earth Science (Including Weather)  
   • Life Science: Animals, Humans, Living & Nonliving, Plants  
   • Physical Science & Engineering  
   • Scientific Inquiry: Curiosity, Observation, Investigation |
| SOCIAL & EMOTIONAL LEARNING | • Self Concept & Independence  
   • Emotional Functioning  
   • Social Awareness  
   • Social Skills |
| LEARNING MINDSET | • Self Regulation (Rules, Routines, and Responsibility)  
   • Executive Function (Attention, Flexibility, Inhibition, Memory, Persistence, and Problem-Solving) |
## 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
## 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
- Follows whole-group instruction
- Shows comprehension
- Comprehends simple time intervals
- Turns and talks
- Answers Yes or No questions
- Plays follow-the-leader
- Follows instructions that specify all and none/not any
- Comprehends sequential language
- Answers who, what and why questions verbally
- Understands multi-phrase sentences
- Participates in games

### EXPRESSIVE LANGUAGE
- Uses agreed upon conventions during whole- and small-group discussions (raises hand, waits to be called on, stays on topic, etc.)
- Practices introducing self
- Uses descriptive language
- Uses past tense
- Masters letter sounds
- Extends sentences
- Talks self through new or difficult tasks
- Uses pronouns I, You, and My correctly
- Describes familiar objects
- Uses common verbs
- Uses prepositions like “on” and “off”
- Uses expressive language
- Combines sentences to indicate sequencing
- Participates in dialogic reading
- Possesses social conversation skills
- Adapts speech to context
- Offers clear explanations
- Adds drawings for additional detail
- Uses comparative speech
- Waits until a teacher finishes a conversation with an adult before talking
- Gives directions and narrates activities

### VOCABULARY
- Describes familiar things with detail
- Asks and answers questions about unknown/unfamiliar words
- Uses a new word to describe or rephrase
- Makes real world connections with vocabulary words
- Uses new words while acting out a story
- Uses a new word to describe an action
- With support, asks and answers questions about unfamiliar words in read-alouds
- Uses a new word in a discussion
- Discusses new words in relation to known words and categories
- Uses appropriate sentence structure
- Spontaneously uses new words in play
- Demonstrates understanding of new words
- Describes new objects by using the name of the object and what it does
- Uses new vocabulary to describe events
- Identifies 1-2 synonyms for very familiar words
- Predicts meaning of new words from context
- Uses new vocabulary to identify favorite part
- Comprehends and uses classroom language, like compare
- Makes real-life connections between words and their use
- Describes field trip using content words
- Identifies common antonyms
- Uses content-specific words
- Identifies which object doesn’t belong
- Understands and uses academic language
- Uses category labels (part/whole, object/function, object/location)
**WATERFORD EARLY LEARNING: SMARTSTART**

### LITERACY

#### ALPHABET KNOWLEDGE

<table>
<thead>
<tr>
<th>Alphabet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of letters and the alphabet sequence</td>
</tr>
<tr>
<td>Recognizes and names capital letters</td>
</tr>
<tr>
<td>Sings the alphabet song</td>
</tr>
<tr>
<td>Recognizes and forms capital letters</td>
</tr>
<tr>
<td>Matches short vowel sound to letter</td>
</tr>
<tr>
<td>Participates in Alphabet Knowledge Centers</td>
</tr>
<tr>
<td>Recognizes lowercase letters</td>
</tr>
<tr>
<td>Matches capital and lowercase versions of the same letter</td>
</tr>
<tr>
<td>Recognizes and forms lowercase letters</td>
</tr>
<tr>
<td>Knows letter–sound relationships</td>
</tr>
<tr>
<td>Matches letters to their sounds</td>
</tr>
</tbody>
</table>

#### 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

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# WATERFORD EARLY LEARNING: SMARTSTART

## MATH & NUMERACY

### NUMBERS & COUNTING

- Moves, touches, and/or points to one object per number count, using one-to-one correspondence
- Counts items arranged symmetrically (in an array)
- Comprehends that objects may be counted in any order
- Subitizes: Effortlessly recognizes small quantities
- Comprehends that arrangement of items does not affect quantity
- Knows last count tells how many
- Understands that numbers tell how many
- Counts on fingers
- Recognizes and writes numerals
- Understands that each successive number represents one more
- Understands concept of a pair
- Recognizes and writes numerals to 12
- Counts out a specified number of objects from a larger quantity
- Associates quantity of objects with a written numeral
- Associates a quantity of objects 1-5 with a written numeral
- Fluently recognizes and represents quantity in multiple forms (number frame, numeral, graphic, dots, etc.)
- Uses one-to-one correspondence to match and compare sets
- Counts backwards from 10
- Writes numerals 0-15
- Recites number words in order to 20
- Demonstrates that quantity holds true across arrangements
- Associates quantities 0-15 with a written numeral
- Counts scattered items
- Counts items in a line
- Counts 1-15 items with one count per item
- Distributes up to 10 items equally between friends (that’s one for you, and one for me)

### NUMERACY & NUMBER RELATIONSHIPS

- Understands that each successive number represents one more
- Understands that each successive number name refers to a quantity that is one larger
- Orders quantities
- Identifies numbers plus one
- Compares quantities
- Explores composing and decomposing numbers
- Identifies numbers in relation to benchmarks (5 and 10)
- Composes and decomposes numbers
- Identifies number pairs that total a given sum
- Identifies the relationship of one quantity or number with another as more, less/fewer, or equal
- Identifies relationship between numerals as more or less
- Identifies which quantity is less
- Explores numbers as 10s and 1s
- Explores groups of 10s and 1s
- Identifies numbers plus/minus 1 and 2

### OPERATIONS & ALGEBRAIC THINKING

#### Logic & Mathematical Reasoning

- Counts on from a specified number
- With support, counts on from a number greater than 1
- Finds the quantity that must be added to make 10 by using objects or drawings
- Uses mathematical language
- Uses logic/mathematical reasoning to solve a problem
- Uses concrete models for taking away objects
- Finds the quantity that must be added to make 5, then 10, by using objects or drawings
- Demonstrates or explains reasoning used to solve a problem
### 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
- 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, LEGO's, etc.
- Comprehends spatial relationships
- Uses position words correctly
- Explores spatial problems
### WATERFORD EARLY LEARNING: SMARTSTART

#### SCIENCE & ENGINEERING

<table>
<thead>
<tr>
<th>EARTH SCIENCE (INCLUDING WEATHER)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explores the relationship between sunlight, shade, and sun</td>
<td>- Sunlight creates light and warmth</td>
</tr>
<tr>
<td>- Explores the properties of light</td>
<td>- Explores the properties and uses of water</td>
</tr>
<tr>
<td>- Explores the relationship between sunlight, shade, and shadows</td>
<td>- Explores water cycle</td>
</tr>
<tr>
<td></td>
<td>- Introduced to the water cycle</td>
</tr>
</tbody>
</table>

#### 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 CURRICULUM SKILLS TAUGHT

## WATERFORD EARLY LEARNING: SMARTSTART

### SCIENTIFIC INQUIRY

<table>
<thead>
<tr>
<th>Curiosity</th>
<th>Uses scientific practice terms (investigate)</th>
<th>Uses descriptive words with precision</th>
<th>Reviews and documents prior knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understands that scientists ask and answer questions</td>
<td>Makes a prediction</td>
<td>With support, lists and acquires materials for investigation</td>
</tr>
<tr>
<td></td>
<td>With support, helps plan an investigation</td>
<td>Uses scientific terms like gills and vertebrate with precision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>With support, plans the steps of an investigation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation</th>
<th>Use senses to observe and gather information</th>
<th>Makes observations based on the sense of taste</th>
<th>Uses thermometer to show similarities and differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Uses sight to make observations</td>
<td>Uses sounds to make observations</td>
<td>Uses observational tools</td>
</tr>
<tr>
<td></td>
<td>Uses hand lens</td>
<td>Explores the sense of touch</td>
<td>Practices using observational tools, including a stethoscope</td>
</tr>
<tr>
<td></td>
<td>Explore sense of sight</td>
<td>Uses touch to make observations</td>
<td>Uses digital tools to make observations</td>
</tr>
<tr>
<td></td>
<td>Uses sense of hearing to make observations</td>
<td>Uses sense of smell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explores the sense of hearing</td>
<td>Uses sense of taste</td>
<td></td>
</tr>
</tbody>
</table>

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

### SOCIAL & EMOTIONAL LEARNING

### SELF CONCEPT & INDEPENDENCE

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

- Follows arrival routine with increasing independence
- Demonstrates sense of day's sequence of activities
- Demonstrates awareness of schedule and sequence
- Recognizes the reason for rules at home and at school
- Participates in the development of classroom rules
- Respects others' work spaces and time with shared materials
- Begins cleanup at teacher's signal
- Responds to teacher signals
- Cleans up after self
- Abides transitions
- Follows center instructions
- Cleans up and puts materials in proper places
- Follows arrival and dismissal routines with increasing independence
- Familiar with classroom routines

- Spontaneously adapts behavior to context
- Assumes responsibilities of a class member
- Describes effect of own behavior on others
- Demonstrates increasing sensitivity to context and consequence
- Is truthful

**EXECUTIVE FUNCTION (ATTENTION, FLEXIBILITY, INHIBITION, MEMORY, PERSISTENCE, AND PROBLEM-SOLVING)**

- Eager to learn about and discuss a range of topics, ideas, and activities
- Waits for turn or permission before communicating (doesn't interrupt)
- Persists at tasks that are difficult or disliked
- Manages transitions
- Delays gratification
- Engages in challenging activities
- Demonstrates ability to stop responses
- Listens to other children
- Demonstrates curiosity and openness to new ideas and strategies
- Demonstrates flexibility
- Attempts to match actions with words
- Corrects teacher who makes a “mistake”
- Inhibits (stops) impulsive responses
- Waits for materials to be distributed
- Waits for turn with desired toy or activity
- Eager to try new things/activities
- Willing to challenge self
- Willing to participate in new activities
- Makes needs known in a socially acceptable way
- Asks for help
- Demonstrates initiative
- Attends to peer responses
- Recalls details
- Maintains concentration during Circle Time
- Maintains absorption in self-selected task
- Willing to participate in new experiences