

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*Arizona  
Department  
of Education  
Early Learning  
Standards May  
2013*

# TABLE OF CONTENTS

<b>SOCIAL EMOTIONAL STANDARD</b> .....	<b>1</b>
Strand 1: Self .....	1
Strand 2: Relationships .....	2
<b>APPROACHES TO LEARNING STANDARD</b> .....	<b>4</b>
Strand 1: Initiative and Curiosity .....	4
Strand 2: Attentiveness and Persistence .....	5
Strand 3: Confidence .....	7
Strand 4: Creativity .....	7
Strand 5: Reasoning and Problem-Solving .....	8
<b>LANGUAGE AND LITERACY STANDARD</b> .....	<b>9</b>
Strand 1: Language .....	9
Strand 2: Emergent Literacy .....	11
Strand 3: Emergent Writing .....	14
<b>MATHEMATICS STANDARD</b> .....	<b>15</b>
Strand 1: Counting and Cardinality .....	15
Strand 2: Operations and Algebraic Thinking .....	16
Strand 3: Measurement and Data .....	18
Strand 4: Geometry .....	19
<b>SCIENCE STANDARD</b> .....	<b>20</b>
Strand 1: Inquiry and Application .....	20
<b>SOCIAL STUDIES STANDARD</b> .....	<b>26</b>
Strand 1: Family .....	26
Strand 2: Community .....	27
Strand 3: Historical Thinking .....	28
<b>PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY STANDARD</b> .....	<b>29</b>
Strand 1: Physical and Motor Development .....	29
Strand 2: Health .....	30
Strand 3: Safety .....	30
<b>FINE ARTS STANDARD</b> .....	<b>31</b>
Strand 1: Visual Arts .....	31
Strand 2: Music and Creative Movement .....	31
Strand 3: Drama .....	32
<b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> ....	<b>33</b>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SOCIAL EMOTIONAL STANDARD</b>	
<b>STRAND 1: SELF</b>	
<b>Concept 1: Self-Awareness</b> The child demonstrates an awareness of his or her self.	
a. Demonstrates self-confidence.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Squirrel's Sketches</li> <li>• Soup's On!</li> <li>• Families are provided with information about Self-Awareness on page 5 in the Waterford UPSTART Activity Book.</li> </ul>
b. Makes personal preferences known to others.	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Ooey, Goopy Mud; Bad News Shoes</li> <li>• Clubhouse</li> <li>• Squirrel's Sketches</li> <li>• Soup's On!</li> </ul>
c. Demonstrates knowledge of self-identity.	<ul style="list-style-type: none"> <li>• Book: Mine; José Three</li> <li>• Come Inside</li> <li>• My Family</li> <li>• Clubhouse</li> <li>• Families are provided with information about Self-Awareness on page 5 in the Waterford UPSTART Activity Book.</li> </ul>
d. Shows an awareness of similarities and differences between self and others.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Books: In the Rain; Seeing Fingers; Mine</li> <li>• Clubhouse</li> <li>• Come Inside</li> <li>• My Family</li> <li>• Families are provided with information about Self-Awareness on page 5 in the Waterford UPSTART Activity Book.</li> </ul>
<b>Concept 2: Recognizes and Expresses Feelings</b> The child recognizes and expresses feelings of self and others.	
a. Associates emotions with words, facial expressions and body language.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Boo Hoo Baby</li> <li>• Families are provided with information about Self-Awareness on page 5 of the Waterford UPSTART Activity Book.</li> <li><i>Waterford Mentor Resources:</i></li> <li>• Emotion Cards</li> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> </ul>
b. Identifies, describes, and expresses their own feelings.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• It's Not Fair</li> <li>• Do I Have To?</li> <li>• Families are provided with information about Self-Awareness on page 5 in the Waterford UPSTART Activity Book.</li> <li><i>Waterford Mentor Resources:</i></li> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> <li>• Emotion Cards</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Concept 2: Recognizes and Expresses Feelings</b> The child recognizes and expresses feelings of self and others <i>continued</i> .	
c. Identifies and describes feelings of others.	<ul style="list-style-type: none"> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> </ul> <i>Waterford Mentor Resources:</i> <ul style="list-style-type: none"> <li>• Emotion Cards</li> <li>• Lots of Feelings</li> </ul>
d. Expresses empathy for others.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Noisy Children</li> <li>• Musical Mayhem</li> </ul> Families are provided with information about Relationship Skills on page 8 in the Waterford UPSTART Activity Book.
<b>Concept 3: Self-Regulation</b> The child manages the expression of feelings, thoughts, impulses, and behaviors.	
a. Understands and follows expectations in the learning environment.	Waterford's Social-Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
b. Manages transitions, daily routines, and unexpected events.	Waterford's Social-Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. <ul style="list-style-type: none"> <li>• Soup's On!</li> </ul> <i>Waterford Mentor Resources:</i> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> </ul>
c. Modifies behavior for various situations and settings.	Waterford's Social-Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. <ul style="list-style-type: none"> <li>• Families are provided with information about Social-Awareness on page 9 in the Waterford UPSTART Activity Book.</li> </ul> <i>Waterford Mentor Resources:</i> <ul style="list-style-type: none"> <li>• Teaching Children Manners</li> </ul>
d. Chooses appropriate words and actions.	Waterford's Social-Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. <i>Waterford Mentor Resources:</i> <ul style="list-style-type: none"> <li>• Teaching Children Manners</li> </ul>
<b>STRAND 2: RELATIONSHIPS</b>	
<b>Concept 1: Attachment</b> The child demonstrates the ability to engage in and maintain healthy relationships.	
a. Expresses affection for familiar adults.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Where's Papa</li> </ul> Families are provided with information about Self-Awareness on page 5 in the Waterford UPSTART Activity Book. <i>Waterford Mentor Resources:</i> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Concept 1: Attachment</b> The child demonstrates the ability to engage in and maintain healthy relationships <i>continued</i> .	
b. Seeks security and support from familiar adults.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Lost Dinosaur</li> <li>• Families are provided with information about Self-Awareness on page 5 in the Waterford UPSTART Activity Book.</li> <li><i>Waterford Mentor Resources:</i></li> <li>• Lots of Feelings</li> </ul>
c. Demonstrates the ability to engage with new adults or children with the support of familiar adults.	<ul style="list-style-type: none"> <li>• Families are provided with information about building relationships on pages 4, 8 and 9 of the Waterford UPSTART Activity Book.</li> </ul>
d. Separates from familiar adult with minimal distress.	<i>Waterford Mentor Resources:</i> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Role Play</li> </ul>
<b>Concept 2: Social Interactions</b> The child displays socially competent behavior.	
a. Responds when adults or other children initiate interactions.	Waterford’s Social-Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative to help develop socially competent behavior. <ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Where’s Papa?</li> <li>• Marmot’s Basket</li> <li>• Soup’s On!</li> <li>• Musical Mayhem</li> <li>• Families are provided with information about communicating with others on page 9 of the Waterford UPSTART Activity Book.</li> </ul>
b. Initiates and sustains positive interactions with adults and other children.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Soup’s On!</li> <li>• Where’s Papa?</li> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> <li>• Mama’s Melody</li> </ul>
c. Demonstrates positive ways to resolve conflict.	Waterford’s Social-Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Concept 3: Respect</b> The child acknowledges the rights and property of self and others.	
a. Respects the rights and property of others.	Waterford’s Social-Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others.
b. Defends own rights and the rights of others.	Waterford’s Social-Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect and defend the rights of others as well as their own. <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Lost Dinosaur</li> <li>• <i>Waterford Mentor Resources:</i></li> <li>• What Would You Do?</li> <li>• This Belongs to a Friend</li> <li>• I Love My Hat</li> <li>• Please and Thank You</li> </ul>
c. Shows respect for learning materials in the learning environment.	Waterford’s Social-Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
<b>APPROACHES TO LEARNING STANDARD</b>	
<b>STRAND 1: INITIATIVE AND CURIOSITY</b>	
<b>Concept 1: Initiative</b> The child demonstrates self-direction while participating in a range of activities and routines.	
a. Seeks interaction with others.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Where’s Papa?</li> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• Perfect Present</li> <li>• Pretend Play</li> </ul>
b. Develops independence during activities, routines, and play.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Clubhouse</li> <li>• Squirrel’s Sketches</li> <li>• <i>Waterford Mentor Resources:</i></li> <li>• Role Play</li> <li>• Rock-a-Bye, Baby Lullaby</li> <li>• Guess My Rule</li> </ul>
c. Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Marmot’s Basket</li> <li>• Pretend Play</li> <li>• <i>Waterford Mentor Resources:</i></li> <li>• What Would You Do?</li> <li>• This Belongs to a Friend</li> <li>• Garbage Elves</li> <li>• Guess My Rule</li> <li>• Clean Up Together</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p><b>Concept 2: Curiosity</b> The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</p>	
<p>a. Shows interest in learning new things and trying new experiences.</p>	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Magnets</li> <li>• Families are provided information about supporting children as they seek new experiences in “Affirming Your Child” on page 3, and Self-motivation on page 6, in the Waterford UPSTART Activity Book.</li> </ul> <p><i>Waterford Mentor Resources:</i></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> <li>• Find the Ball</li> </ul>
<p>b. Expresses interest in people.</p>	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> </ul>
<p>c. Asks questions to get information.</p>	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Magnets</li> <li>• Families are provided information about supporting children as they seek new experiences in “Steps for Success” on page 1 in the Waterford UPSTART Activity Book.</li> </ul>
<p><b>STRAND 2: ATTENTIVENESS AND PERSISTENCE</b></p>	
<p><b>Concept 1: Attentiveness</b> The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.</p>	
<p>a. Displays ability to hold attention when engaged in an activity.</p>	<p>Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p> <ul style="list-style-type: none"> <li>• Families are provided with activities that involve tasks from beginning to end on page 53 in the Waterford UPSTART Activity Book.</li> </ul>
<p>b. Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.</p>	<p>Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.</p> <ul style="list-style-type: none"> <li>• Families are provided with information about Self-discipline on page 6, and suggested activities that involve tasks from beginning to end on page 53 in the Waterford UPSTART Activity Book.</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p><b>Concept 1: Attentiveness</b> The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions <i>continued.</i></p>	
<p>c. Increases ability to focus attention, and can return to activities after distractions and interruptions.</p>	<p>Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.</p> <ul style="list-style-type: none"> <li>Families are provided with information about Self-discipline on page 6, and suggested activities that involve tasks from beginning to end on page 53 in the Waterford UPSTART Activity Book.</li> </ul>
<p><b>Concept 2: Persistence</b> The child demonstrates the ability to maintain and sustain a challenging task.</p>	
<p>a. Pursues challenges.</p>	<p>Children build persistence with Waterford’s consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p> <ul style="list-style-type: none"> <li>Families are provided with information about Affirming Your Child on page 3, and Self-discipline on page 6 in the Waterford UPSTART Activity Book.</li> </ul>
<p>b. Copes with frustration or disappointment with support.</p>	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It’s Not Fair!</li> <li>Squirrel’s Blocks</li> <li>Lost and Found</li> <li>Families are provided with information about Self-Management and Responsible Decision-Making on pages 6 and 7 in the Waterford UPSTART Activity Book.</li> </ul> <p><i>Waterford Mentor Resources:</i></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>Guess How I’m Feeling</li> </ul>
<p>c. Establishes goals, generates plans, and follows through to completion.</p>	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Pretend Play</li> <li>Families are provided with information about Self-discipline on page 6, and suggested activities that involve tasks from beginning to end on page 53 in the Waterford UPSTART Activity Book.</li> </ul>



ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND 3: CONFIDENCE</b>	
<b>Concept 1: Confidence</b> The child demonstrates self-assurance in a variety of circumstances.	
a. Expresses opinions or ideas.	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Ooey, Goey Mud; Bad News Shoes</li> <li>• My Family</li> <li>• Boo Hoo Baby</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> <li>• Soup’s On!</li> <li>• Perfect Present</li> <li>• Families are provided with information about Self-Awareness on page 5 in the Waterford UPSTART Activity Book.</li> </ul>
b. Views self as competent and skilled.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Boo Hoo Baby</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> <li>• Soup’s On!</li> <li>• Perfect Present</li> <li>• Party Time</li> <li>• Families are provided with information about Affirming Your Child on page 3, and Self-Awareness on page 5 in the Waterford UPSTART Activity Book.</li> </ul>
c. Is willing to take risks and consider a variety of alternatives.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Boo Hoo Baby</li> <li>• Pretend Play</li> <li>• Families are provided with information about Affirming Your Child on page 3, and Self-Awareness on page 5 in the Waterford UPSTART Activity Book.</li> </ul>
<b>STRAND 4: CREATIVITY</b>	
<b>Concept 1: Creativity</b> The child demonstrates the ability to express their own unique way of seeing the world.	
a. Uses imagination to generate new ideas.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Where’s Papa?</li> <li>• Find Me!</li> <li>• Mama’s Melody</li> <li>• Perfect Present</li> <li><i>Waterford Mentor Resources:</i></li> <li>• Rock-a-Bye, Baby Lullaby</li> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
b. Appreciates humor.	<ul style="list-style-type: none"> <li>• Where’s Papa?</li> <li>• My Family</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Concept 1: Creativity</b> The child demonstrates the ability to express their own unique way of seeing the world <i>continued</i> .	
c. Engages in inventive social play.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Where’s Papa?</li> <li>• Find Me!</li> </ul>
<b>STRAND 5: REASONING AND PROBLEM-SOLVING</b>	
<b>Concept 1: Reasoning</b> The child demonstrates the ability to analyze information and situations in order to form judgments.	
a. Gathers information and reaches a conclusion.	Waterford’s Social-Emotional video series, models conversations between characters as they gather information and reach conclusions. Two examples are “Do I Have To?” and “It’s Not Fair.” <ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Families are provided with information about reasoning and problem-solving on page 7 of the Waterford UPSTART Activity Book.</li> </ul>
b. Recognizes relationships between cause and effect.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Build Knowledge</li> <li>• Families are provided with information about reasoning and problem-solving on page 7 of the Waterford UPSTART Activity Book.</li> </ul>
c. Uses prior knowledge to build new knowledge and skills.	<ul style="list-style-type: none"> <li>• Books: Fawn Eyes; The Germs; Mine</li> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Step Into the Story</li> </ul>
<b>Concept 2: Problem-solving</b> The child demonstrates the ability to seek solutions to problems.	
a. Recognizes problems.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Perfect Present</li> <li>• Baby’s Ball</li> <li>• Baby’s Berries</li> </ul>
b. Seeks adult assistance when support is required.	Waterford’s Social-Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. <ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Lost and Found</li> <li>• Families are provided with information about cooperation and fairness on pages 4-9 in the Waterford UPSTART Activity Book. <i>Waterford Mentor Resources:</i></li> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p><b>Concept 2: Problem-solving</b> The child demonstrates the ability to seek solutions to problems <i>continued</i>.</p>	
<p>c. Tries to solve problems.</p>	<p>Waterford’s Social-Emotional videos model problem-solving strategies that include individual methods.</p> <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Baby’s Ball</li> <li>• Families are provided with information about cooperation and fairness on pages 4-9 in the Waterford UPSTART Activity Book.</li> </ul>
<p>d. Works to solve a problem independently.</p>	<p>Waterford’s Social-Emotional videos model problem-solving strategies that include individual methods.</p> <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Perfect Present</li> <li>• Musical Mayhem</li> <li>• Baby’s Ball</li> </ul>
<p><b>LANGUAGE AND LITERACY STANDARD</b></p>	
<p><b>STRAND 1: LANGUAGE</b></p>	
<p><b>Concept 1: Receptive Language Understanding</b> The child demonstrates understanding of directions, stories, and conversations.</p>	
<p>a. Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.</p>	<p>Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.</p>
<p>b. Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.</p>	<p>Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.</p>
<p>c. Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.</p>	<p>Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.</p>
<p><b>Concept 2: Expressive Language and Communication Skills</b> The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.</p>	
<p>a. Communicates needs, wants, ideas, and feelings through three to five word sentences.</p>	<p>Waterford’s Social-Emotional videos model conversations and discussions between various characters as they communicate in complete sentences.</p> <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Lost Dinosaur</li> <li>• Find Me!</li> <li>• Perfect Present</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> <li>• Families are provided with information about communicating with others on pages 5, 8 and 9 in the Waterford UPSTART Activity Book.</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p><b>Concept 2: Expressive Language and Communication Skills</b> The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information <i>continued</i>.</p>	
<p>b. Speaks clearly and understandably to express ideas, feelings and needs.</p>	<p>Waterford’s Social-Emotional videos model conversations and discussions between various characters as they communicate in complete sentences.</p> <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Lost Dinosaur</li> <li>• Find Me!</li> <li>• Perfect Present</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> <li>• Families are provided with information about communicating with others on pages 5, 8 and 9 in the Waterford UPSTART Activity Book.</li> </ul>
<p>c. Makes relevant responses to questions and comments from others.</p>	<p>Waterford’s Social-Emotional videos model interactions between characters with relevant responses to questions and comments.</p> <ul style="list-style-type: none"> <li>• Families are provided with information about communicating with others on pages 5, 8 and 9 in the Waterford UPSTART Activity Book.</li> </ul>
<p>d. Initiates, sustains, and expands conversations with peers and adults.</p>	<p>Waterford’s Social-Emotional videos model conversations and discussions initiated and continued by different characters.</p>
<p>e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.</p>	<p>Waterford’s Social-Emotional videos model conversations and discussions that demonstrate appropriate conversation rules as characters communicate in complete sentences.</p> <ul style="list-style-type: none"> <li>• Families are provided with information about Social Emotional Skills on pages 4–9 in the Waterford UPSTART Activity Book.</li> </ul>
<p>f. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.</p>	<p>Waterford’s Social-Emotional videos model conversations and discussions that demonstrate appropriate conversation rules as characters communicate in complete sentences.</p> <ul style="list-style-type: none"> <li>• Families are provided with information about Social Emotional Skills on pages 4-9 in the Waterford UPSTART Activity Book.</li> </ul>
<p>g. Recognizes when the listener does not understand and uses techniques to clarify the message.</p>	<ul style="list-style-type: none"> <li>• Books: Seeing Fingers; The Germs; The Alligator in the Library; My Super Sticky Sandwich</li> </ul>
<p>h. With modeling and support, uses increasingly complex phrases and sentences.</p>	<p>Waterford’s Social-Emotional videos model conversations and discussions between various characters.</p> <ul style="list-style-type: none"> <li>• Books: I Hate Peas; Ooey, Goopy Mud; The Germs; My Super Sticky Sandwich; Lumpy Mush; Fawn Eyes; I Wish I Had Ears Like a Bat; Mine; José Three</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p><b>Concept 3: Vocabulary</b> The child understands and uses increasingly complex vocabulary.</p>	
<p>a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>
<p>b. With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.</p>	<p>Waterford online books include bolded vocabulary words. When any word is selected, the word is repeated. When bolded words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Picture Clues</li> </ul>
<p>c. With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.</p>	<ul style="list-style-type: none"> <li>• Songs: Same and Different; All Sorts of Laundry; Plant or Animal</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Plant or Animal</li> </ul>
<p>d. With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.</p>	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Positioning</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• First, Next, Last</li> <li>• First, Middle, Last</li> </ul>
<p><b>STRAND 2: EMERGENT LITERACY</b></p>	
<p><b>Concept 1: Concepts of Print</b> The child knows that print carries messages.</p>	
<p>a. Identifies signs, symbols and labels in the environment.</p>	<ul style="list-style-type: none"> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Print Concepts</li> </ul>
<p>b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>
<p>d. Recognizes that letters are grouped to form words.</p>	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>
<p>e. Recognizes own written name and the written names of friends and family.</p>	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
<p>f. Seeks information in printed materials.</p>	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Concept 2: Book Handling Skills</b> The child demonstrates how to handle books appropriately and with care.	
a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.	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. <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>
b. Identifies where in the book to begin reading.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>
c. Understands a book has a title, author and/or illustrator.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.
<b>Concept 3: Phonological Awareness</b> The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).	
a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	Waterford activities teach phonological awareness and progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes. <ul style="list-style-type: none"> <li>• Common Sounds</li> <li>• Alphabet Introduction (Distinguish Letters)</li> </ul>
b. With modeling and support, identifies rhyming words.	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
c. With modeling and support, produces rhyming words.	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
d. With modeling and support, recognizes spoken words that begin with the same sound.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
e. Hears and shows awareness of separate words within spoken phrases or sentences.	<ul style="list-style-type: none"> <li>• Look, Listen, and Match</li> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>
f. With modeling and support, identifies and discriminates syllables in words.	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>
g. With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• Blend Phonemes</li> </ul>
h. With modeling and support, repeats words and identifies the common final sound.	<ul style="list-style-type: none"> <li>• Final Sound</li> <li>• Right Final Sound</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Concept 4: Alphabet Knowledge</b> The child demonstrates knowledge of the alphabet.	
a. Discriminates letters from other shapes and symbols.	<ul style="list-style-type: none"> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Print Concepts</li> </ul>
b. Matches and recognizes similarities and differences in letters, with modeling and support.	<ul style="list-style-type: none"> <li>• Similarities and Differences in Letters</li> <li>• Alphabet Introduction (Distinguish Letters)</li> </ul>
c. Recognizes as many as 10 letters, especially those in own name, family and friends.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Print Concepts</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Similarities and Differences in Letters</li> <li>• Name Game (What's Your Name?)</li> </ul>
d. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> </ul>
<b>Concept 5: Comprehension</b> The child shows an interest in books and comprehends books read aloud with increasing text complexity.	
a. Takes an active role in reading activities.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
b. With prompting and support, identifies characters and major events in a story.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up, Five Ws</li> </ul>
c. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.	<ul style="list-style-type: none"> <li>• Find An Answer</li> <li>• Picture Clues</li> <li>• Sum Up, Five Ws</li> </ul>
d. With prompting and support, draws connections between story events and personal experiences.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
e. With prompting and support, identifies events and details in the story and makes predictions.	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Peek at the Story</li> <li>• Sum Up, Five Ws</li> <li>• What Comes Next?</li> </ul>
f. With prompting and support, gives an opinion for liking or disliking a book or story.	Families are provided information about helping their child express opinions in Affirming Your Child on page 3 in the Waterford UPSTART Activity Book.
g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> <li>• Distinguish Between Fantasy and Reality</li> </ul>
h. With modeling and support, identifies the topic of informational text that has been read aloud.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up, Five Ws</li> <li>• Picture Clues</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p><b>Concept 5: Comprehension</b> The child shows an interest in books and comprehends books read aloud with increasing text complexity <i>continued.</i></p>	
<p>i. With modeling and support, retells or reenacts a story in sequence with pictures or props.</p>	<ul style="list-style-type: none"> <li>• Sum Up, Remember Order</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> </ul>
<p>j. With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
<p><b>STRAND 3: EMERGENT WRITING</b></p>	
<p><b>Concept 1: Early Writing, Writing Processes, and Writing Applications</b> The child uses writing materials to communicate ideas.</p>	
<p><b>Early Writing</b> a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Families are provided with information and suggestions for writing on pages 32 and 33 in the Waterford UPSTART Activity Book.</li> </ul>
<p><b>Writing Processes</b> b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Words Tell About the Pictures</li> </ul>
<p><b>Writing Applications</b> c. Dictates to and shares thoughts, ideas, and stories with adults.</p>	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Words Tell About the Pictures</li> </ul>
<p>d. Writes own name using letter-like forms or conventional print.</p>	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What’s Your Name?)</li> </ul>
<p>e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.</p>	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What’s Your Name?)</li> </ul>



ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Concept 1: Early Writing, Writing Processes, and Writing Applications</b> The child uses writing materials to communicate ideas <i>continued</i> .	
f. With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Print Concepts</li> </ul>
g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Look, Listen, and Match</li> </ul>
<b>MATHEMATICS STANDARD</b>	
<b>STRAND 1: COUNTING AND CARDINALITY</b>	
<b>Concept 1: Counts Out Loud</b> The child counts out loud and uses number words in daily conversations.	
a. Shows interest in and awareness of counting.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• Bug Fun</li> </ul>
b. Counts out loud to 10.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• Bug Fun</li> </ul>
<b>Concept 2: Knows Number Names and Symbols</b> The child identifies numerals and uses number words in daily activities.	
a. Uses numerals and number symbols in the context of daily routines, activities, and play.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Number Practice</li> </ul>
b. Uses and creates symbols to represent numbers.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Number Practice</li> </ul>
c. Identifies numerals one to 10.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Number Practice</li> <li>• Moving Target</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Concept 3: Counts to Tell Number of Objects</b> The child uses number words and counting to identify quantity.	
a. Counts groups of objects using one-to-one correspondence (one object for each number word).	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Count to 10 Songs</li> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> <li>• Bug Fun</li> <li>• Number Instruction</li> <li>• Number Counting</li> </ul>
b. Counts a collection of up to 10 items using the last counting word to tell, “How many?”	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Count to 10 Songs</li> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> <li>• Bug Fun</li> <li>• Number Instruction</li> <li>• Number Counting</li> </ul>
c. Matches numerals to quantities they represent using physical models and representations.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> <li>• Bug Fun</li> <li>• Match Numbers</li> <li>• Number Instruction</li> <li>• Number Counting</li> </ul>
d. Identifies quantity of three-five objects without counting (subitize).	<ul style="list-style-type: none"> <li>• Bug Fun</li> <li>• Match Numbers</li> <li>• Moving Target (Dots)</li> </ul>
<b>Concept 4: Compares Numbers and Quantities</b> The child applies a range of strategies such as counting or matching to compare sets of objects.	
a. Compares two sets of objects using terms such as more, fewer, or the same.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Make and Count Groups</li> </ul>
<b>STRAND 2: OPERATIONS AND ALGEBRAIC THINKING</b>	
<b>Concept 1: Explores Addition and Subtraction</b> The child combines and separates groups of objects and names how many.	
a. Demonstrates an understanding that adding increases the number of objects in a group.	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; On the Bayou; Addition</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Act Out Addition</li> <li>• Dominoes</li> </ul>
b. Describes changes in two or more sets of objects when they are combined.	<ul style="list-style-type: none"> <li>• Song: Addition</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Act Out Addition</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Concept 1: Explores Addition and Subtraction <i>continued</i></b> The child combines and separates groups of objects and names how many.	
c. Demonstrates an understanding that taking away decreases the number of objects in a group.	<ul style="list-style-type: none"> <li>• Songs: Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> <li>• Dominoes</li> </ul>
d. Describes changes in a set of objects when they are separated into parts.	<ul style="list-style-type: none"> <li>• Songs: Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> </ul>
<b>Concept 2: Patterning</b> The child recognizes, copies, extends, describes and creates patterns.	
a. Recognizes patterns in the real world.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns AB</li> <li>• Patterns ABB</li> <li>• Patterns ABC</li> <li>• Logic Game</li> </ul>
b. Copies simple patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns AB</li> <li>• Patterns ABB</li> <li>• Patterns ABC</li> <li>• Logic Game</li> </ul>
c. Extends simple patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns AB</li> <li>• Patterns ABB</li> <li>• Patterns ABC</li> <li>• Logic Game</li> </ul>
d. Creates simple patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns AB</li> <li>• Patterns ABB</li> <li>• Patterns ABC</li> <li>• Logic Game</li> </ul>
e. Describes similarities and differences in patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns AB</li> <li>• Patterns ABB</li> <li>• Patterns ABC</li> <li>• Logic Game</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND 3: MEASUREMENT AND DATA</b>	
<b>Concept 1: Sorts and Classifies</b> The child sorts and groups objects by a variety of characteristics/attributes.	
a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	<ul style="list-style-type: none"> <li>• Songs: Same and Different; All Sorts of Laundry; Savanna Size</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Match</li> <li>• Size</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Big and Little</li> </ul>
b. Explains how items were sorted into groups.	<ul style="list-style-type: none"> <li>• Songs: Same and Different; All Sorts of Laundry; Savanna Size</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Match</li> </ul>
<b>Concept 2: Data Analysis</b> The child collects, organizes, displays, and describes relevant data.	
a. Asks questions to gather information.	<ul style="list-style-type: none"> <li>• Books: Milton’s Mittens; 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</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> <li>• Science Investigation</li> </ul>
b. Displays data to answer simple questions about themselves or the environment.	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> <li>• Science Investigation</li> </ul>
c. Uses descriptive language to compare data in picture graphs or other concrete representations.	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
d. Uses charts and graphs to analyze information or answer questions.	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
<b>Concept 3: Measures</b> The child uses measurement to describe and compare objects in the environment.	
a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Solid or Liquid; Same and Different; I Am Part of All I See</li> <li>• Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Solid and Liquid</li> </ul>
b. Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Concept 3: Measures</b> The child uses measurement to describe and compare objects in the environment <i>continued</i> .	
c. Uses various standard measuring tools for simple measuring tasks.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> </ul>
d. Orders objects by measurable attributes.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>
e. Uses appropriate vocabulary to describe time and sequence related to daily routines.	<ul style="list-style-type: none"> <li>• Song: Clock Hands</li> <li>• Book: How Long is a Minute?</li> <li>• Tell Time</li> <li>• First, Next, and Last</li> </ul>
<b>STRAND 4: GEOMETRY</b>	
<b>Concept 1: Spatial Reasoning</b> The child uses and demonstrates an understanding of positional terms.	
a. Uses and responds to positional terms (e.g., between, inside, under, above, behind).	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul>
b. Describes the position or location of objects in relation to self or to other objects.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul>
<b>Concept 2: Shapes</b> The child recognizes names and describes common shapes and their properties.	
a. Recognizes basic two-dimensional shapes.	<ul style="list-style-type: none"> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Songs: Kites; Shapes, Shapes, Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Simple Shapes</li> </ul>
b. Uses the names of geometric shapes when describing objects found in the environment.	<ul style="list-style-type: none"> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Songs: Kites; Shapes, Shapes, Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p><b>Concept 2: Shapes</b> The child recognizes names and describes common shapes and their properties <i>continued</i>.</p>	
<p>c. Creates two—and three-dimensional shapes during play.</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<p>d. Compares and describes attributes of two—and three—dimensional objects in the environment using own vocabulary.</p>	<ul style="list-style-type: none"> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> </ul>
<p><b>SCIENCE STANDARD</b></p>	
<p><b>STRAND 1: INQUIRY AND APPLICATION</b></p>	
<p><b>Concept 1: Exploration, Observations, and Hypotheses</b> The child asks questions and makes predictions while exploring and observing in the environment.</p>	
<p>a. Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.</p>	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See</li> <li>• Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Concept 1: Exploration, Observations, and Hypotheses The child asks questions and makes predictions while exploring and observing in the environment <i>continued.</i></p>	
<p>b. Identifies attributes of objects, living things, and natural events in the environment.</p>	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See</li> <li>• Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Concept 1: Exploration, Observations, and Hypotheses The child asks questions and makes predictions while exploring and observing in the environment <i>continued.</i></p>	
<p>c. Describes changes in objects, living things, and the natural events in the environment.</p>	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See</li> <li>• Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>



ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Concept 1: Exploration, Observations, and Hypotheses The child asks questions and makes predictions while exploring and observing in the environment <i>continued.</i></p>	
<p>d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.</p>	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See</li> <li>• Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p><b>Concept 1: Exploration, Observations, and Hypotheses</b> The child asks questions and makes predictions while exploring and observing in the environment <i>continued.</i></p>	
<p>e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.</p>	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See</li> <li>• Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
<p><b>Concept 2: Investigation</b> The child tests predictions through exploration and experimentation.</p>	
<p>a. Uses a variety of tools and materials to investigate.</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Length</li> <li>• Capacity</li> <li>• Weight</li> <li>• Observe a Simple System</li> </ul>
<p>b. Makes predictions and checks them through hands-on investigation with adult support.</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Length</li> <li>• Capacity</li> <li>• Weight</li> <li>• Observe a Simple System</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Concept 2: Investigation</b> The child tests predictions through exploration and experimentation <i>continued</i> .	
c. Adjusts the experiment if results are different than expected and continues testing.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
d. Persists with an investigation.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
<b>Concept 3: Analysis and Conclusion</b> The child forms conclusions about observations and experimentations.	
a. Uses a variety of materials to record and organize data.	<ul style="list-style-type: none"> <li>• Book: Milton's Mittens</li> <li>• Science Investigation</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
b. Identifies cause and effect relationships.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
c. Constructs explanation about investigations.	<ul style="list-style-type: none"> <li>• Book: Milton's Mittens</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
<b>Concept 4: Communication</b> The child discusses and reflects upon the scientific investigation and its findings.	
a. Displays and interprets data.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Calendar/Graph Weather</li> </ul>
b. Presents their scientific ideas in a variety of ways.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Calendar/Graph Weather</li> </ul>
c. Conducts further investigation based on prior experience and information gained.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Book: I Want to Be a Scientist Like Jane Goodall</li> <li>• Science Investigation</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SOCIAL STUDIES STANDARD</b>	
<b>STRAND 1: FAMILY</b>	
<p>Concept 1: Understands Family The child demonstrates an understanding of families and the roles and responsibilities of being a family member.</p>	
a. Views self as a member of the family unit.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• Come Inside</li> <li>• My Family</li> <li>• Soup’s On</li> </ul>
b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• Come Inside</li> <li>• My Family</li> <li>• Soup’s On</li> </ul>
c. Describes/discusses own family’s cultural or family traditions.	<ul style="list-style-type: none"> <li>• Book: José Three</li> <li>• My Family</li> <li>• Soup’s On!</li> <li>• Baby’s Birthday</li> <li>• Party Time</li> <li>• Families are provided with information about Social Awareness on page 9 of the Waterford UPSTART Activity Book.</li> <li><i>Waterford Mentor Resources:</i></li> <li>• Teach the Joy of Giving Year Round</li> <li>• Homemade Halloween Pizza</li> <li>• 13 Spooky Books for Halloween</li> <li>• Coloring Pages: Cinco de Mayo; Christmas; Kwanzaa; Hanukkah; Thanksgiving; Halloween; Easter</li> </ul>
d. Identifies similarities and differences in their family composition and the families of others.	<ul style="list-style-type: none"> <li>• Book: José Three</li> <li>• My Family</li> <li>• Soup’s On!</li> <li>• Baby’s Birthday</li> <li>• Party Time</li> <li>• Families are provided with information about Social Awareness on page 9 of the Waterford UPSTART Activity Book.</li> <li><i>Waterford Mentor Resources:</i></li> <li>• Teach the Joy of Giving Year Round</li> <li>• Homemade Halloween Pizza</li> <li>• 13 Spooky Books for Halloween</li> <li>• Coloring Pages: Cinco de Mayo; Christmas; Kwanzaa; Hanukkah; Thanksgiving; Halloween; Easter</li> </ul>
e. Develops an awareness of their personal & family history.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Family</li> </ul>
f. Shows knowledge of family members’ roles and responsibilities in the home.	<ul style="list-style-type: none"> <li>• Soup’s On</li> <li>• Do I Have To?</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND 2: COMMUNITY</b>	
<b>Concept 1: Understands Community</b> The child recognizes that he/she lives in a place with many people and that there are people and events in other places.	
a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs are sung in English, then repeated in the language of the country represented.</li> <li>• Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India—in English, Cantonese, Portuguese, and Hindi); Wake Up (USA—in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)</li> </ul>
b. Identifies, discusses and asks questions about similarities and differences in other people in their community.	<ul style="list-style-type: none"> <li>• Books: Seeing Fingers; In the Rain; José Three; Mine</li> </ul>
c. Describes some characteristics (e.g., clothing, food, jobs) of the people in their community.	<ul style="list-style-type: none"> <li>• Families are provided with information about Social Awareness on page 9 in the Waterford UPSTART Activity Book.</li> </ul>
<b>Concept 2: Rights, Responsibilities and Roles within Community</b> The child demonstrates a sense of belonging to the community and contributes to its care.	
a. Demonstrates responsible behaviors.	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation; I Am Part of All I See</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Families are provided with information about responsible decision-making on page 7 in the Waterford UPSTART Activity Book.</li> </ul> <p><i>Waterford Mentor Resources:</i></p> <ul style="list-style-type: none"> <li>• Telling the Truth</li> </ul>
b. Shows an understanding of how to care for the environment.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> </ul>
c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.	<ul style="list-style-type: none"> <li>• Book: Follow the Apples</li> <li>• Food From Plants</li> </ul>
d. Seeks opportunities for leadership.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Concept 2: Rights, Responsibilities and Roles within Community</b> The child demonstrates a sense of belonging to the community and contributes to its care <i>continued</i> .	
e. Describes the purpose of rules.	<ul style="list-style-type: none"> <li>Families are provided with information about Social Emotional Learning and responsibilities on pages 4–9 in the Waterford UPSTART Activity Book.</li> <li><i>Waterford Mentor Resources:</i></li> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> </ul>
f. Recognizes that people have wants and must make choices because resources and materials are limited.	<ul style="list-style-type: none"> <li>Families are provided with information about Social Emotional Learning and responsibilities on pages 4–9 in the Waterford UPSTART Activity Book.</li> </ul>
g. Describes their role at home, at school, and in the community.	<ul style="list-style-type: none"> <li>Families are provided with information about Self-Awareness and Social-Awareness on pages 5 and 9 in the Waterford UPSTART Activity Book.</li> </ul>
<b>Concept 3: Geography</b> The child demonstrates an awareness of locations within and around their community.	
a. Uses words to describe directionality and/or location within the community.	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> <li><i>Waterford Mentor Resources:</i></li> <li>Exploring Your Home City with Your Children</li> </ul>
b. Describes some physical features of the environment in which the child lives; e.g., bodies of water, mountains, weather.	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> <li>Books: Where in the World Would You Go Today?; That’s What I Like: A Book About Seasons</li> <li>Rainforests</li> <li>Mountains</li> <li>Oceans</li> <li>Desert</li> <li>Weather</li> <li>Spring</li> <li>Summer</li> <li>Fall</li> <li>Winter</li> <li>Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians</li> </ul>
<b>STRAND 3: HISTORICAL THINKING</b>	
<b>Concept 1: Understands Time—Past, Present and Future</b> The child demonstrates an awareness of time and sequence of events in their daily lives.	
a. Demonstrates an understanding of time in the context of daily experiences.	<ul style="list-style-type: none"> <li>Today</li> <li>Yesterday/Tomorrow</li> <li>Observe a Simple System</li> </ul>
b. Understands that events happened in the past and how these events relate to one’s self, family and community.	<ul style="list-style-type: none"> <li>Books: Mine; José Three</li> <li>My Family</li> <li><i>Waterford Mentor Resources:</i></li> <li>Emergency Preparedness for Kids</li> <li>Role Play</li> <li>Teaching Young Children About Dr. King</li> <li>What Would You Do?</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY STANDARD</b>	
<b>STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT</b>	
<b>Concept 1: Gross Motor Development</b> The child moves with balance, control and coordination.	
a. Moves with balance.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>• Waterford UPSTART families receive messages that include suggestions and activities to help their children develop gross motor skills.</li> </ul>
b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes</li> <li>• Waterford UPSTART families receive messages that include suggestions and activities to help their children develop gross motor skills.</li> </ul>
c. Moves with coordination.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>• Waterford UPSTART families receive messages that include suggestions and activities to help their children develop gross motor skills.</li> </ul>
d. Demonstrates spatial awareness in physical activity.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>• Waterford UPSTART families receive messages that include suggestions and activities to help their children develop gross motor skills.</li> </ul>
<b>Concept 2: Fine Motor Development</b> The child uses fingers, hands and wrists to manipulate tools and materials.	
a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words. Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
b. Uses eye-hand coordination to perform simple tasks.	<ul style="list-style-type: none"> <li>• The daily use of a touch pad or mouse helps develops eye-hand coordination.</li> <li>• <i>Waterford Mentor Resources:</i></li> <li>• Letter Recognition Collage Craft</li> <li>• Being Thankful: A Thanksgiving Craft</li> <li>• Springtime Ladybug Craft</li> <li>• A Spring Snack, Craft, and Book</li> </ul>
c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words. Waterford encourages everyone to have writing and art materials available for children’s creations. <i>Waterford Mentor Resources:</i> <ul style="list-style-type: none"> <li>• Letter Recognition Collage Craft</li> <li>• Being Thankful: A Thanksgiving Craft</li> <li>• Springtime Ladybug Craft</li> <li>• A Spring Snack, Craft, and Book</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p><b>Concept 2: Fine Motor Development</b> The child uses fingers, hands and wrists to manipulate tools and materials <i>continued</i>.</p>	
<p>d. Uses fine motor skills in daily living.</p>	<ul style="list-style-type: none"> <li>• The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.</li> <li><i>Waterford Mentor Resources:</i></li> <li>• Letter Recognition Collage Craft</li> <li>• Being Thankful: A Thanksgiving Craft</li> <li>• Springtime Ladybug Craft</li> <li>• A Spring Snack, Craft, and Book</li> </ul>
<p><b>STRAND 2: HEALTH</b></p>	
<p><b>Concept 1: Personal Health and Hygiene Practices</b> Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts.</p>	
<p>a. Demonstrates hygiene practices.</p>	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul>
<p>b. Demonstrates healthy practices: 1. Nutrition 2. Physical activity and rest</p>	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise; The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>
<p>c. Awareness of the functions of body parts.</p>	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Body Parts</li> </ul>
<p><b>STRAND 3: SAFETY</b></p>	
<p><b>Concept 1: Safety and Injury Prevention</b> Child demonstrates knowledge of personal safety practices and routines.</p>	
<p>a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.</p>	<ul style="list-style-type: none"> <li>• Song: Storms; Sun Blues</li> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</li> <li><i>Waterford Mentor Resources:</i></li> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>
<p>b. Demonstrates transportation and street safety practices.</p>	<p><i>Waterford Mentor Resources:</i></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> </ul>
<p>c. Enforces personal boundaries (safety, self-advocacy and boundary awareness).</p>	<p><i>Waterford Mentor Resources:</i></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Personal Space Circle</li> </ul>
<p>d. Knows personal information.</p>	<ul style="list-style-type: none"> <li>• Families are provided with information about Self-Awareness on page 5 in the Waterford UPSTART Activity Book.</li> </ul>
<p>e. Demonstrates emergency safety practices.</p>	<p><i>Waterford Mentor Resources:</i></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>
<p>f. Identifies how adults help to keep us safe.</p>	<p><i>Waterford Mentor Resources:</i></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> </ul>



ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>FINE ARTS STANDARD</b>	
<b>STRAND 1: VISUAL ARTS</b>	
<p><b>Concept 1: Creates and Understands Visual Arts</b> The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.</p>	
<p>a. Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>
<p>b. Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>
<p>c. Creates art in two and three dimensions.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>
<p>d. Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <i>Waterford Mentor Resources:</i></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Child</li> </ul>
<b>STRAND 2: MUSIC AND CREATIVE MOVEMENT</b>	
<p><b>Concept 1: Creates and Understands Music, Movement and Dance</b> The child uses a wide variety of instruments, movements, techniques and music to explore and create.</p>	
<p>a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.</p>	<p>Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Mama’s Melody</li> </ul> <p><i>Waterford Mentor Resources:</i></p> <ul style="list-style-type: none"> <li>• Animal Music Cards</li> </ul>
<p>b. Sings and moves to familiar rhymes, songs, and chants.</p>	<p>Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<p>c. Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.</p>	<p>Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p><b>Concept 1: Creates and Understands Music, Movement and Dance</b> The child uses a wide variety of instruments, movements, techniques and music to explore and create <i>continued</i>.</p>	
<p>d. Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).</p>	<p>Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
<p>e. Uses creative movement and dance to interpret the mood of various types of music and stories.</p>	<p>Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
<p><b>STRAND 3: DRAMA</b></p>	
<p><b>Concept 1: Creates Dramatic Activities</b> The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.</p>	
<p>a. Assumes roles from daily activities using a variety of props.</p>	<ul style="list-style-type: none"> <li>• Papa’s Play</li> <li>• Pretend Play</li> </ul> <p><i>Waterford Mentor Resources:</i></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
<p>b. Takes on more than one dramatic play role at a time.</p>	<ul style="list-style-type: none"> <li>• Papa’s Play</li> <li>• Pretend Play</li> </ul> <p><i>Waterford Mentor Resources:</i></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
<p>c. Pretends an object exists without using a prop.</p>	<ul style="list-style-type: none"> <li>• Papa’s Play</li> <li>• Pretend Play</li> </ul>
<p>d. Dramatizes familiar stories.</p>	<ul style="list-style-type: none"> <li>• Papa’s Play</li> <li>• Pretend Play</li> </ul>
<p>e. Adds details and new elements to dramatic play situations.</p>	<ul style="list-style-type: none"> <li>• Papa’s Play</li> <li>• Pretend Play</li> </ul> <p><i>Waterford Mentor Resources:</i></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>



## PRE-READING

### Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

### Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

## BASIC READING

### Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

### Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

## Readable Books (Read or Record)

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

## Readable (Walk-Through/Jump-Through/Record Titles)

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam



## FLUENT READING

### Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

### Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

## Informational Books

The Piñata; 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)

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

### Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



## PRE-MATH & SCIENCE

### Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

### Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

### Counting Songs

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

### Number Songs

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

## BASIC MATH & SCIENCE

### Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

## FLUENT MATH & SCIENCE

### Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair



# WATERFORD *Books and Related Activities*

## PARENT PORTAL AND WATERFORD MENTOR RESOURCES

Parent resources are constantly being created, updated and modified according to the needs of Waterford UPSTART families. Please visit the Parent Portal (<http://www.waterfordupstart.org/resources-activities/>) or Waterford Mentor (<https://mentor.waterford.org>) 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.*

