

CURRICULUM *Correlation*

*Waterford
UPSTART*

100%

*Alabama
Developmental
Standards
for Preschool
Children 2012*

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ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
APPROACHES TO LEARNING	
Goal 1: Children will develop curiosity, initiative, self-direction, and persistence	
AL.P.1.1 Make and express choices, plans, and decisions.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately.
AL.P.1.2 Choose and complete challenging tasks.	Waterford provides support throughout each activity. The support can range from repeating instructions to offering encouragement and various hints to step-by-step, follow-me directions.
AL.P.1.3 Understand and follow rules and routines.	Children follow routines independently as they progress through the Waterford sequence of activities. <ul style="list-style-type: none"> • Soup’s On! • Do I Have To?
AL.P.1.4 Accept changes in plans and schedules.	<ul style="list-style-type: none"> • Marmot Basket • Soup’s On!
AL.P.1.5 Demonstrate increasing ability to complete task and maintain concentration over time.	Engaging activities in Waterford hold children’s attention and build persistence by allowing them to click on Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.
Goal 2: Children will develop positive attitudes, habits, and learning styles	
AL.P. 2.1 Demonstrate an eagerness and interest in learning.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation
AL.P.2.2 Develop increasing ability to find more than one solution to a question or problem.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation
LANGUAGE AND LITERACY	
Goal 1: Children will develop listening comprehensive skills (receptive language).	
LL.P.1.1 Understand and follow spoken directions.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately. If needed, the software will provide support and visual cues.
LL.P.1.2 Listen attentively to stories of class discussions.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
LL.P.1.3 Demonstrate increased comprehension skills by retelling or dictating stories from books and classroom experiences.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up, Remember Order • What Comes Next? • Picture Story

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 1: Children will develop listening comprehensive skills (receptive language) <i>continued</i>.	
LL.P.1.4 Begin using pre-reading skills and strategies. (Ex.: prior knowledge to text, making predictions about text, and using picture clues.)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Build Knowledge • Connect to Me • Peek at the Story • Picture Clues • Picture Story
Goal 2: Children will develop phonological awareness skills to discriminate the sounds of language.	
LL.P.2.1 Discriminate and identify sounds in spoken language.	<ul style="list-style-type: none"> • Letter Sounds • Sound Sense • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound
LL.P.2.2 Recognize common sounds at the beginning of a series of words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sounds
LL.P.2.3 Identify syllables in words.	<ul style="list-style-type: none"> • Syllables • Syllable Safari
LL.P.2.4 Identify words that rhyme.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Words Song • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme
Goal 3: Children will develop an understanding of new vocabulary.	
LL.P.3.1 Name a variety of pictures/ objects and/or actions in natural environment.	Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
LL.P.3.2 Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.	<ul style="list-style-type: none"> • Build Knowledge • Pretend Play • Connect to Me • Vocab Instruction
LL.P.3.3 Connect new vocabulary with prior educational experiences.	<ul style="list-style-type: none"> • Build Knowledge • Pretend Play • Connect to Me • Vocab Instruction

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 4: Children will develop speaking skills for the purpose of communication. (Expressive language)	
LL.P.4.1 Express wants and needs.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair! • Lost Dinosaur • The Picnic
LL.P.4.2 Responds to questions.	Students continually follow instructions in order to complete activities in Waterford. Activities are interactive, requiring the student to listen carefully and respond promptly.
LL.P.4.3 Engage in conversations with peers and adults.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
LL.P.4.4 Increase length and grammatical complexity of sentences.	Social Emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences. <ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
LL.P.4.5 Participate in classroom activities that are repetitive in nature such as songs, rhymes, and finger plays.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match
LL.P.4.6 Engage in storytelling and pretend play using oral language.	<ul style="list-style-type: none"> • Pretend Play • Perfect Present
LL.P.4.7 Show progress in speaking English (for non-English speaking students.)	Waterford provides Native Language Support. When this feature enabled and the student clicks Repeat, they hear the instructions again in their Native Language followed in English. ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.
Goal 5: Children will develop age-appropriate writing skills.	
LL.P.5.1 Experiment with a variety of writing tools and materials.	Waterford encourages everyone to have writing and art materials available for children's creations.
LL.P.5.2 Progress from using scribbles, shapes or pictures to represent ideas, to using letters or letter-like symbols, or writing familiar words such as their own names.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing • What's Your Name?

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 6: Children will develop knowledge about the various uses of print and characteristics of written language. (Concepts about print)	
LL.P.6.1 Demonstrate an interest in books and exhibit book handling skills.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)
LL.P.6.2 Show increasing awareness of environmental print in the classroom, home, and community.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures
LL.P.6.3 Understand that writing is used as a form of communication for a variety of purposes.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Party Time
LL.P.6.4 Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words tell about the Pictures • Look, Listen, and Match
LL.P.6.5 Show progress in recognizing the association between spoken and written words by following print as it is read aloud.	<p>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.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality
Goal 7: Children will develop alphabet knowledge.	
LL.P.7.1 Identify letters in the alphabet, especially letters in own name.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter • What's Your Name?
LL.P.7.2 Show progress in identifying the names of letters and the sounds they represent.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 7: Children will develop alphabet knowledge <i>continued</i>.	
LL.P.7.3 Demonstrate increased ability to recognize letters at the beginning of words.	<ul style="list-style-type: none"> • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter • Initial Sound • Right Initial Sound • Letter Sounds
MATHEMATICS	
Goal 1: Children will develop an awareness and understanding of numbers.	
M.P.1.1 Demonstrate use of one-to-one correspondence in counting objects and matching numeral name with sets of objects.	<ul style="list-style-type: none"> • One-to-one Correspondence • Number Books • Number Instruction • Number Recognition and Sense • Counting Songs • Number Counting • Counting Puzzles • Match Numbers • Bug Fun • Moving Target • Make and Count Groups
M.P.1.2 Show increasing ability to count in sequence to 10 and beyond.	<ul style="list-style-type: none"> • Number Books • Explain Numbers • Number Instruction • Number Recognition and Sense • Counting Songs • Number Counting • Order Numbers • Counting Puzzles • Match Numbers • Bug Fun • Moving Target • Dot-to-Dot
M.P.1.3 Begin to understand the concept of estimation.	<ul style="list-style-type: none"> • Length • Capacity
M.P.1.4 Use language to compare numbers of objects with terms such as more, less, equal to, greater than, or fewer than.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than
M.P.1.5 Use ordinal number words to describe the position of objects (ex. “first”, “second”, “third”, etc.)	<ul style="list-style-type: none"> • Song: Monster Trucks • Order Numbers • First, Next, and Last • First, Middle, Last

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 1: Children will develop an awareness and understanding of numbers <i>continued</i>.	
M.P.1.6 Begin to use numbers and counting as a means for solving problems and measuring quantity.	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • Number Counting • Number Instruction • Number Recognition and Sense • Act Out Addition • Act Out Subtraction
Goal 2: Children will develop and understanding of basic geometric shapes and develop a sense of space.	
M.P.2.1 Recognize, describe, compare, and name shapes, their parts, and attributes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Symmetry • Congruence • Similar Figures
M.P.2.2 Use math language to indicate understanding of positional concepts.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Right, Left • Over, Under, Above, Below • Inside, Outside, Between • First, Next, and Last • First, Middle, Last
M.P.2.3 Use classroom materials to combine shapes to create other shapes.	<ul style="list-style-type: none"> • Geoboard • Tangrams
M.P.2.4 Begin to understand concept of “part” and “whole” using real objects.	<ul style="list-style-type: none"> • Song: Fractions • Book: Half For You and Half For Me • Equal Part Fractions
Goal 3: Children will show awareness of, recognize, and create patterns.	
M.P.3.1 Match, sort, place in a series, and regroup objects according to attributes (color, shape, size, etc.)	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures
M.P.3.2 Describe, duplicate and extend simple patterns using a variety of materials or objects.	<ul style="list-style-type: none"> • Song: Train Stations Pattern • Patterns • Pattern AB; ABB; ABC
M.P.3.3 Recognize and identify patterns in the environment.	<ul style="list-style-type: none"> • Song: Train Stations Pattern • Patterns • Pattern AB; ABB; ABC

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 4: Children will explore concepts of basic measurements.	
M.P.4.1 Use comparative/superlative terms to describe and contrast objects (ex.: long, longer, longest; short, shorter, shortest; small, medium, large).	<ul style="list-style-type: none"> • Songs: Large, Larger, Largest; Savanna Size • Big and Little • Heavy and Light • Tall and Short • Order Size • Length • Capacity
M.P.4.2 Use standard and nonstandard measurement tools to determine length, volume, and weight of objects.	<ul style="list-style-type: none"> • Length • Capacity • Weight
M.P.4.3 Demonstrate an understanding of measurable concepts of time and sequence.	<ul style="list-style-type: none"> • Song: Clock Hands • Book: How Long is a Minute? • Calendar • Today • Yesterday/Tomorrow • Tell Time • Observe a Simple System
Goal 5: Children will analyze data within small and large group settings.	
M.P.5.1 Use math vocabulary to compare sets of objects with terms such as more, less, equal to, greater than, fewer.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than
M.P.5.2 Classify objects using more than one attribute.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures
M.P.5.3 Sort and classify objects using self-selected criteria.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures
M.P.5.4 Develop ability to collect, describe, and record information through drawings, maps, charts and graphs.	<ul style="list-style-type: none"> • Weather • Calendar/Graph Weather • Observe a Simple System

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
SCIENCE AND ENVIRONMENTAL EDUCATION	
Goal 1: Children will develop the ability to use scientific processes and inquiry.	
S.P.1.1 Use senses to gather information, classify objects, observe processes, and describe materials.	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Touch • Taste • Smell • Observe a Simple System • Materials • Sort
S.P.1.2 Make predictions and test ideas based on trial and error, observation, prior experience, demonstrations, and discussions.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System
S.P.1.3 Record observations using simple visual tools such as drawing, graphs, charts, logos.	<ul style="list-style-type: none"> • Books: One More Cat; Milton’s Mittens • Weather • Calendar/Graph Weather • Tally Marks
S.P.1.4 Describe simple cause and effect relationships.	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System • Clouds • Water
Goal 2: Children will acquire knowledge related to physical science.	
S.P.2.1 Investigate, explore, and compare objects in the classroom and on the playground.	<ul style="list-style-type: none"> • Songs: The Scientific Method; The Five Senses; Large, Larger, Largest • Make Comparisons • Science Investigation
S.P.2.2 Examine and describe the properties of solids and liquids.	<ul style="list-style-type: none"> • Song: Solid or Liquid • Solid and Liquid • Water
S.P.2.3 Name and use simple machines in the context of daily play and problem- solving.	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario’s Neighborhood • Push and Pull
S.P.2.4 Explore and describe types of speed, motion, and sound.	<ul style="list-style-type: none"> • Songs: Push and Pull; Sound • Push and Pull • Sound Waves
S.P.2.5 Design and create items with simple tools.	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Pretend Play • Soup’s On!

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 3: Children will acquire knowledge related to earth sciences and our environment.	
S.P.3.1 Identify, describe, and compare natural items from their immediate environment.	<ul style="list-style-type: none"> • Songs: Living and Nonliving, Plants Are Growing, Food From Plants, Measuring Plants, Plant or Animal, Vertebrates, Birds, Fish, Invertebrates • Make Comparisons • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates
S.P.3.2 Demonstrate respect for preserving the environment.	<ul style="list-style-type: none"> • Songs: I am Part of All I See, Conservation, Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water
S.P.3.3 Describe the basic needs of how to care for living things.	<ul style="list-style-type: none"> • Plants • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates
S.P.3.4 Demonstrate knowledge of changes that plants and animals pass through during life cycles.	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Measuring Plants • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver • Observe a Simple System • Mammals • Birds • Reptiles • Amphibians • Insects • Invertebrates • Worms • Plants • Food From Plants

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 3: Children will acquire knowledge related to earth sciences and our environment <i>continued</i>.	
S.P.3.5 Identify and describe common animals and insects, and their natural habitats.	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Fish • Books: Guess What I Am; Creepy Crawlers; I Want to Be a Scientist Like Jane Goodall • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates
Goal 4: Children will acquire knowledge related to earth and space science.	
S.P.4.1 Identify four seasons and seasonal changes.	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like, a Book About Seasons • Spring • Summer • Fall • Winter
S.P.4.2 Identify types of weather and impact on environment.	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That's What I Like, A Book About Seasons • Weather • Calendar/Graph Weather • Clouds • Spring • Summer • Fall • Winter
S.P.4.3 Identify and classify objects observed in the day sky and the night sky.	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Books: Star Pictures; What Is a Cloud? • Constellations • Sun • Moon
S.P.4.4 Identify common earth materials and landforms.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests • Wetlands • Prairies
S.P.4.5 Observe and describe light and shadows.	<ul style="list-style-type: none"> • Book: My Family Campout

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
TECHNOLOGY	
Goal 1: Children will gain knowledge of technology.	
T.P.1.1 Demonstrate basic knowledge of computer skills.	Children select the Waterford icon to begin their session. While interacting with Waterford courseware, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
T.P.1.2 Demonstrate knowledge of variety of media and technology tools.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).
T.P.1.2 Demonstrate knowledge of the use of technology as a communication system of the world.	Waterford includes a word processor feature for producing and publishing writing. This teacher-led, digital tool encourages collaboration through Word Processor activities extending communication through an interactive whiteboard. A feature in Print Directionality Introduction shows how good readers can find information on the computer.
SOCIAL-EMOTIONAL DEVELOPMENT	
Goal 1: Children will development confidence and positive self-awareness.	
SE.P.1.1 Display a healthy self-image.	<ul style="list-style-type: none"> • Clubhouse • Come Inside • My Family
SE.P.1.2 Demonstrate awareness of attributes of self (abilities, characteristics, and preferences).	<ul style="list-style-type: none"> • Squirrel's Sketches • Mama's Melody • Soup's On! • Party Time • Perfect Present
SE.P.1.3 Demonstrate knowledge of self through recognition of body parts.	<ul style="list-style-type: none"> • Song: I Touch My Nose Like This • Body Parts • Parts of the Face
SE.P.1.4 Demonstrate growth in capacity for independence.	<ul style="list-style-type: none"> • Squirrel's Sketches • Perfect Present • Clubhouse • Boo Hoo Baby • Squirrel's Blocks • The Picnic • Dinner Time

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 2: Children will increase the capacity for self-control.	
SE.P.2.1 Initiate play with other children.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play
SE.P.2.2 Recognize and manage feelings and impulses in developmentally appropriate ways.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Soup's On! • Lost and Found • Lost Dinosaur • Squirrel's Blocks • The Picnic
SE.P.2.3 Demonstrate the ability to control behavior when changing activities with class or group.	<ul style="list-style-type: none"> • Soup's On! • Do I Have To? • Dinner Time
SE.P.2.4 Separate easily from family.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Goal 3: Children will develop interpersonal and social skills for relating with other people.	
SE.P.3.1 Sustain interaction with peers by cooperating, playing, and interacting.	<p>Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.</p> <ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play
SE.P.3.2 Understand how actions affect others and begin to accept consequences.	<ul style="list-style-type: none"> • Broken Lamp • Do I Have To? • It's Not Fair! • Dinner Time • The Picnic
SE.P.3.3 Show increasing ability to use compromise and discussion to resolve conflict with peers.	<p>Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>
Goal 4: Children will develop a respect for differences in people and an appreciation of their role as a family, classroom, and the community.	
SE.P.4.1 Show progress in understanding similarities and respecting differences in people.	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p>
SE.P.4.2 Show understanding and respect for the property of others.	<p>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.</p>
SE.P.4.3 Develop an awareness of how actions positively affect the classroom environment.	<p>Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
PHYSICAL DEVELOPMENT	
Goal 1: Children will develop gross motor skills.	
PD.P.1.1 Develop and demonstrate strength and coordination of large muscles.	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This
PD.P.1.2 Develop and demonstrate skills for walking.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
PD.P.1.2 Develop and demonstrate skills for sitting.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
PD.P.1.3 Develop and demonstrate skills for rolling.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Goal 2: Children will develop fine motor skills.	
PD.P.2.1 Develop and demonstrate strength and coordination of small muscles.	The use of Waterford requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
PD.P.2.2 Develop eye-hand coordination in a purposeful way.	The daily use of a touch pad or mouse develops eye-hand coordination.
HEALTH AND DAILY LIVING	
Goal 1: Children will acquire knowledge of healthy personal care routines.	
HDL.P.1.1 Wash and dry hands without assistance.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness
HDL.P.1.2 Toilet independently.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
HDL.P.1.3 Brush teeth independently.	<ul style="list-style-type: none"> • Teeth
HDL.P.1.4 Cover mouth and nose with coughing and sneezing.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness
HDL.P.1.5 Manipulate clothing/fasteners.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
HDL.P.1.6 Put on/take off coat, socks, and shoes.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Goal 2: Children will acquire knowledge of healthy nutritional practices.	
HDL.P.2.1 Follow mealtime routines and procedures.	<ul style="list-style-type: none"> • Soup’s On! • Dinner Time
HDL.P.2.2 Open a food/drink container.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
HDL.P.2.3 Eat with a spoon/fork.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
HDL.P.2.4 Drink from an open cup.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
HDL.P.2.5 Identify healthy foods from basic food groups (meat, grains, dairy, fruits, vegetables).	<ul style="list-style-type: none"> • Song: Health • Healthy Food
Goal 3: Children will acquire knowledge of safety procedures.	
HDL.P.3.1 Demonstrate knowledge of personal safety.	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety
HDL.P.3.2 Recognize and know to avoid potentially harmful situations.	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety
HDL.P.3.3 Recognize and know to avoid potentially harmful substances.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES
CREATIVE ARTS	
Goal 1: Children will use art for creative expression and representation.	
Goal 1: Children will use art for Creative Expression and Representation.	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> • Squirrel’s Sketches
Goal 2: Children will show self-expression through music and movement.	
CA.P.2.1 Use a variety of musical instruments, rhythms, and songs to develop creative expression.	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.
CA.P.2.2 Participate in creative music and movement activities.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
CA.P.2.3 Identify and appreciate different types of music from various cultures.	<ul style="list-style-type: none"> • 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)
Goal 3: Children will participate in a variety of dramatic play activities.	
CA.P.3.1 Participate in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Traditional Tales (See titles at end of document.) • Pretend Play • Papa’s Play • Mama’s Melody
CA.P.3.2 Engage in cooperative pretend play with another child using symbolic materials and gestures to represent real objects and situations.	<ul style="list-style-type: none"> • Pretend Play



PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

Readable (Walk-through/Jump-through/Record Titles)

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

FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

The Pinata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

Readable Books (Record, Read, Listen) Titles

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

Sentence Dictation Titles

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



PRE-MATH & SCIENCE

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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

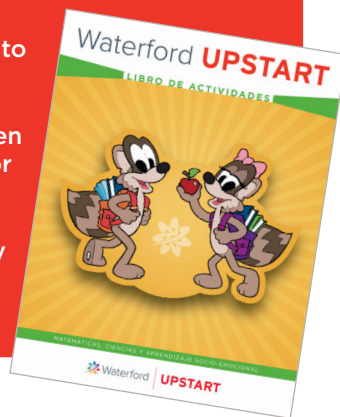
FAMILY ENGAGEMENT RESOURCES

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford UPSTART families. Please visit [Waterford Mentor](#) to see the most current resources and activities.

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. All activities in the Waterford UPSTART Activity Book are available online at Waterford Mentor.



Waterford Mentor is available online and in the Waterford Mentor app (for iOS and Android).

SAMPLE ACTIVITIES

Families can find the following resources—and many more—at Waterford Mentor. These resources are also available in Spanish.

Social-Emotional Learning

Affirming Your Child; Emotion Cards, Screen Time Balance, Social-Emotional Learning Overview, Social-Emotional Learning—Relationship Skills, Responsible Decision Making, Self-Awareness, Self-Management, Social Awareness, Stop-Think-Choose, Waterford and Social-Emotional Learning; Clean Up Together!; Do You Have?; Find the Ball; Garbage Elves; Guess How I'm Feeling; Guess My Rule; Hi! Notes; I Love My Hat; Lots of Feelings; Personal Space Circle; Plant or Animal Sort; Please and Thank You; Rock-a-bye, Baby Lullaby; Role Play; Shape Bag; Telling the Truth; This Belongs to a Friend; Waiting Game

Math and Science

Waterford's Five Instructional Strands for Math and Science; Family Math and Science Activities; Number Writing Practice 0-10; Draw 1-20; Racing Squirrels Counting Game; First, Middle, Last; Same and Different; More and Less; Shapes; Shape Count; Patterns; Grab and Count; Count the Chips 5; Add Groups; Living or Nonliving?; Solid and Liquid; Clouds; Water; Number Cards; Dot Cards; Pattern Cards; Sorting Cards; Counting

Cards; 0-99 Chart; Base 10 Blocks and Place Value Mat; 100s Chart; Addition Puzzles; Count On by 1; Geoboard Dot Grid; Graphs; Insect Cards; Mammals Poster

Language and Literacy

Waterford's Five Instructional Strands for Reading; Family Reading Activities; Alphabet Pictures Chart; Letter Writing Practice Aa-Zz; Journal Page; Family Writing Activities; Syllables; Nursery Rhymes (Hey, Diddle, Diddle; Quack, Quack, Quack; Jack and Jill; Twinkle, Twinkle Little Star); Capital Letter Cards; Lowercase Letter Cards; Word Pattern Cards; Sound Cards; Power Word Cards; Letter Trace Aa-Zz; Rhyming Cards; Where's the Sound?; Decodable Books

Books (coming soon in Spanish)

Mine; José Three; My Super Sticky Sandwich; Ooey, Goopy Mud; Fawn Eyes; Garden Visitors; Little Monkey; The Alligator in the Library; A Story in the Snow; Shell Houses; Lost Socks; Lumpy Mush; The Germs; The Swing; The Watermelon Seed; Moon Song; What Is a Cloud?; Legs; In the Rain; Moving Day; Seeing Fingers; Play Ball

CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford.org is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.