



CURRICULUM *Correlation*

*Waterford
UPSTART*

96%

*State of Alaska
Early Learning
Guidelines 2007*

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ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
PHYSICAL WELL-BEING, HEALTH, AND MOTOR DEVELOPMENT	
MOTOR DEVELOPMENT: GROSS MOTOR SKILLS	
Goal 1: Children demonstrate strength and coordination of large motor muscles	
Runs with an even gait and with few falls	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop gross motor skills.
Hops on each foot separately without support	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop gross motor skills.
Maintains balance while bending, twisting, or stretching	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop gross motor skills.
Walks up and down stairs while holding an object in one or both hands	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop gross motor skills.
Moves body into position to catch a ball, then throws the ball in the right direction	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop gross motor skills.
Kicks large ball to a given point with some accuracy	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop gross motor skills.
Able to alternate weight and feet while skipping or using stairs	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop gross motor skills.
Throws a medium-size ball with some accuracy	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop gross motor skills.
MOTOR DEVELOPMENT: FINE MOTOR SKILLS	
Goal 2: Children demonstrate strength and coordination of small motor muscles	
Removes and replaces easy-to-open container lids	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
Folds paper and makes paper objects (e.g., airplanes, origami), with assistance	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
Cuts, draws, glues with materials provided	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
Ties knots and shoe laces, with assistance	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Prints some letters in own name	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination. Children also must practice writing letters and words.
Buttons large buttons on clothing	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
Tears tape off a dispenser without letting the tape get stuck to itself, most of the time	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Puts together and pulls apart manipulatives (e.g., legos, beads for stringing and sewing, lincoln logs) appropriately	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
MOTOR DEVELOPMENT: SENSORIMOTOR SKILLS	
Goal 3: Children use their senses: sight, hearing, smell, taste, and touch, to guide and integrate their interactions	
Hits a medium-size ball (6" to 8") with a bat with some consistency	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop sensorimotor skills.
Catches a ball thrown from a distance of five to ten feet	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop sensorimotor skills.
Manipulates simple puppets	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop sensorimotor skills.
Carries a glass of water or juice across the room without spilling it	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop sensorimotor skills.
Enjoys vigorous, active play combined with social contact and game rules (e.g., freeze tag, hide and seek, snow play)	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop sensorimotor skills.
PHYSICAL DEVELOPMENT: PHYSICAL FITNESS	
Goal 4: Children demonstrate the stamina and energy to participate in daily activities	
Runs 50 to 75 yards without stopping	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop and enhance physical fitness.
Engages in physical activities for at least 60 minutes throughout each day	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop and enhance physical fitness.
Initiates physical activities (e.g., movement games with other children, dancing to music)	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop and enhance physical fitness.
Goal 5: Children engage in a variety of physical activities	
Regularly participates in physical activity (e.g., walks, dances, plays organized or informal sports)	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop and enhance physical fitness.
Helps with physical chores (e.g., raking leaves, sweeping the floor, carrying laundry, putting away toys)	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop and enhance physical fitness.
Participates in cooperative games with peers	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop and enhance physical fitness.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
HEALTH AND PERSONAL CARE: DAILY LIVING SKILLS	
Goal 6: Children demonstrate personal health and hygiene skills	
Brushes teeth and attempts flossing with supervision, and then allows assistance to complete process	
Washes face, without assistance	
Covers mouth and nose when coughing and sneezing with elbow or tissue	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs
Goal 7: Children practice basic personal care routines	
Uses fork, spoon, and (sometimes) a blunt table knife	
Pours milk or juice easily and with minimal spills	
Dresses and undresses in easy pull-on clothes, without assistance	
Ties single knot in shoelaces, with assistance	
Brushes and combs hair, with assistance	
Helps select clothes appropriate for the weather	<ul style="list-style-type: none"> • Books: Whatever the Weather; That's What I Like: A Book About Seasons
HEALTH AND PERSONAL CARE: NUTRITION	
Goal 8: Children eat a variety of nutritious foods	
Explains the primary function of certain foods (e.g., milk helps build strong bones)	<ul style="list-style-type: none"> • Song: Health • Healthy Food
Recognizes foods from different food groups, with assistance	<ul style="list-style-type: none"> • Healthy Food
Provides simple explanations for own and others' food allergies	
SAFETY: SAFE PRACTICES	
Goal 9: Children make safe choices, avoiding harmful objects and situations	
Does not accept rides, food, or money from strangers	
Understands that some practices may be personally dangerous (e.g., smoking, drinking alcohol, playing with matches, contact with germs and blood)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Identifies local hazards (e.g., thin ice, wildlife, dogs, moving water, guns)	
Identifies adults who can assist in dangerous situations (e.g., parent, teacher, police officer)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
SAFETY: RULES AND REGULATIONS	
Goal 10: Children demonstrate awareness and understanding of safety rules	
Consistently follows safety rules	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Understands why emergency drills are important	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Explains how to get help in emergency situations (e.g., calling 911, finding a police officer or responsible adult)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Demonstrates safety rules as engages in dramatic play (e.g., “Tell your doll to keep his fingers away from the hot stove so he does not get hurt.”)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
SOCIAL AND EMOTIONAL DEVELOPMENT	
SOCIAL DEVELOPMENT: INTERACTIONS WITH ADULTS	
Goal 11: Children trust and interact comfortably with familiar adults	
Interacts easily with familiar adults in the community (e.g., custodian, next-door neighbor, doctor, bus driver)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Shows confidence and positive feelings about relationships with significant adults in addition to primary caregivers (e.g., teachers)	<ul style="list-style-type: none"> • Books: Grandpa’s Great Athlete; Play Ball
Confides in at least one adult	<ul style="list-style-type: none"> • It’s Not Fair! • Lost Dinosaur
Interacts with adults respectfully and appropriately (e.g., does not interrupt when adult is speaking)	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Demonstrates knowledge of culturally specific communication styles and their appropriate uses	<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)

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 12: Children seek assistance from adults when needed	
Seeks assistance from adults in the community (e.g., neighbor, bus driver, librarian)	<ul style="list-style-type: none"> • Book: Stop the Frogs
Demonstrates understanding of when to bring issues to adult attention	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Asks questions and checks with an adult before deviating from rules and routines	
SOCIAL DEVELOPMENT: INTERACTIONS WITH PEERS	
Goal 13: Children develop friendships with peers	
Gives social support to others (e.g., offers to help a peer who cannot find his/her toy)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball
Shows loyalty to friends	
Follows suggestions given by a friend about how to proceed in their play	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Has friends in different settings (e.g., neighborhood, school, extended family)	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
Maintains friendships with two or more peers	<ul style="list-style-type: none"> • Marmot Basket
Carries on conversations with peers	Waterford's Social Emotional videos model conversations and discussions between various characters.
Goal 14: Children cooperate with peers	
Shares materials and toys with other children	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Completes simple projects with other children	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Plays different roles with children (e.g., leader, follower)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Works with other children to overcome challenges	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Goal 15: Children demonstrate positive negotiation skills	
Uses multiple strategies to resolve conflicts (e.g., attempts to communicate and then seeks assistance)	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights as well as the other child's needs, with assistance (e.g., "I'll use the paste for these two pieces of paper and then give it to you.")	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 15: Children demonstrate positive negotiation skills <i>continued</i>	
Uses and accepts compromise with assistance	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Demonstrates beginning understanding of others' intentions or motives	<ul style="list-style-type: none"> • Marmot Basket • Dinner Time • The Picnic • Soup's On!
SOCIAL DEVELOPMENT: ADAPTIVE SOCIAL BEHAVIOR	
Goal 16: Children demonstrate awareness of behavior and its effects	
Describes how own actions make others feel and behave	<ul style="list-style-type: none"> • Baby's Ball • Musical Mayhem
Cooperates with peers to complete a project with little conflict	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Engages in empathetic, caring behavior so others respond positively	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem • Papa's Thumb • Lost Keys • Noisy Children
Explains his/her response to others' actions and feelings (e.g., "i gave her a hug because she was sad.")	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball
Guesses how own and others' behavior will influence responses	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Dinner Time • The Picnic
Goal 17: Children participate positively in group activities	
Follows simple rules of participation in group activities	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Participates cooperatively in large and small group activities (e.g., is sometimes a leader and sometimes a follower)	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Participates in classroom and group routines (e.g., joins other children feeding the fish or building a structure)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Willingly joins in the middle of an on-going group activity with friends	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Invents and sets up activities that include more than one child	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Participates as a member of the audience, as well as an active participant in group activities	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Assigns roles to other children during group play	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 18: Children adapt to diverse settings	
Expresses anticipation of special events in different settings	<ul style="list-style-type: none"> • Book: I Can't Wait
Accommodates a variety of settings throughout the day	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Anticipates diverse settings and what will be needed in them, with assistance (e.g., "We're going to the park, so I'll bring a ball." "We're going to the lake, so I'll need my swim suit.")	<ul style="list-style-type: none"> • Book: I Can't Wait
Goal 19: Children demonstrate empathy for other and the natural world	
Communicates others' feelings	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball
Comforts family members or friends who are not feeling well or are upset	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Papa's Thumb • Noisy Children
Expresses excitement about special events and accomplishments of others within cultural context and expectations	<ul style="list-style-type: none"> • Books: Play Ball; I Can't Wait; Grandpa's Great Athlete
Volunteers to assist and comfort peers by using words and actions	<ul style="list-style-type: none"> • Baby's Ball • Boo Hoo Baby • Musical Mayhem
Adjusts plans in consideration of others' wants and needs, at times	<ul style="list-style-type: none"> • Soup's On! • Do I Have To?
Expresses emotion in response to hurt person or animal	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Papa's Thumb
Treats the earth and living things with respect	<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
SOCIAL DEVELOPMENT: APPRECIATING DIVERSITY	
Goal 20: Children recognize, appreciate, and respect similarities and differences in people	
Shows concern about fairness within peer group (e.g., "Everyone gets a turn." "That's not fair.")	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To?
Recognizes others' abilities in certain areas (e.g., "Jamie sings really well." "Marie is a fast runner.")	<ul style="list-style-type: none"> • Book: Play Ball
Names and accepts differences and similarities in preferences (e.g., food preferences or favorite play activities)	<ul style="list-style-type: none"> • Books: Ooey, Gooley Mud; I Hate Peas; Lumpy Mush; Bad News Shoes
Notices that other children might use different words for the same object (e.g., "mother" is said differently in different languages)	<ul style="list-style-type: none"> • Books: Tortillas, Tortillas; I Touch My Nose Like This; Warm Soup for Dedushka

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 20: Children recognize, appreciate, and respect similarities and differences in people <i>continued</i>	
Examines a situation from another’s perspective	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! • Broken Lamp • Lost Keys • Broken Vase
Recognizes stereotypes and culturally or linguistically unfair or biased behavior	
EMOTIONAL DEVELOPMENT: SELF-CONCEPT	
Goal 21: Children perceive themselves as unique individuals	
Shares information about self with other	<ul style="list-style-type: none"> • Books: Mine; Jose Three; Grandpa’s Great Athlete
Knows some important personal information (e.g., telephone number)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Shows self-direction in actions	<ul style="list-style-type: none"> • Squirrel’s Sketches • Party Time • Perfect Present
Works independently and interdependently, and shows pleasure from it	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Accepts responsibilities and follows through on them (e.g., helps with chores)	<ul style="list-style-type: none"> • Do I Have To? • Soup’s On! • Dinner Time • The Picnic
Requests quiet time and space	<ul style="list-style-type: none"> • Squirrel’s Blocks • Noisy Children
Goal 22: Children demonstrate awareness of their abilities, characteristics, and preferences	
Describes self using several physical and behavioral characteristics (e.g., “I am tall and I can reach up high.”)	<ul style="list-style-type: none"> • Books: Mine; Jose Three; Grandpa’s Great Athlete
Describes own skills and abilities in certain areas (e.g., “I like to paint.”)	<ul style="list-style-type: none"> • Books: Grandpa’s Great Athlete; Play Ball
Suggests games and activities that demonstrate own preferences and abilities (e.g., sets up a game of catch)	<ul style="list-style-type: none"> • Book: Play Ball
Differentiates between preferences for self and others (e.g., “I like to play with dolls and she likes to play with toy animals.”)	<ul style="list-style-type: none"> • Books: Ooey, Goey Mud; I Hate Peas; Lumpy Mush; Bad News Shoes

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
EMOTIONAL DEVELOPMENT: SELF-EFFICACY	
Goal 23: Children demonstrate belief in their abilities	
Takes on new tasks and improves skills with practice (e.g., wheeling self in wheelchair)	
Expresses delight over a successful project and wants others to like it too	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Party Time
Starts a task and works on it until finished	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
EMOTIONAL DEVELOPMENT: SELF-CONTROL	
Goal 24: Children understand and follow rules and routines	
Engages in and completes simple routines without assistance (e.g., puts coat on to go outside to play)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Child with a special health care need participates in own care routines	
Follows rules in different settings (e.g., lowers voice when enters library)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Applies rules in new but similar situations	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Explains simple family or classroom rules to others	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Goal 25: Children regulate their feelings and impulses	
Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights)	Waterford’s Social Emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”
Shows ability to control destructive impulses, with guidance	Waterford’s Social Emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”
Seeks peaceful resolution to conflict	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Modifies behavior and expression of emotions for different environments	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Stops and listens to instructions before jumping into activity, with guidance	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
EMOTIONAL DEVELOPMENT: EMOTIONAL EXPRESSION	
Goal 26: Children express appropriately a range of emotions	
Expresses feelings through play	<ul style="list-style-type: none"> • Squirrel’s Sketches • Where’s Papa? • Find Me!
Shares own excitement with peers, caregivers, and adults	<ul style="list-style-type: none"> • Party Time • Soup’s On! • Mama’s Melody
Acknowledges sadness about loss (e.g., change in caregiver, divorce, or death)	<ul style="list-style-type: none"> • Lost and Found • Lost Dinosaur
Does not inhibit emotional expression (e.g., cries when feels sad)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Names some levels of emotion (e.g., frustrated, angry)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
APPROACHES TO LEARNING	
LEARNING APPROACHES: CURIOSITY AND INTEREST	
Goal 27: Children are curious about and interested in learning new things and having new experiences	
Engages in discussions about new events and occurrences (e.g., “Why did this happen?”)	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System
Asks questions about changes in his/her world	<ul style="list-style-type: none"> • Science Investigation
Shows enthusiasm for field trips and other outings to new places	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Looks for new information and wants to know more about personal interests, with assistance	<ul style="list-style-type: none"> • Science Investigation • Build Knowledge
Develops increasing complexity and persistence in using familiar materials	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
LEARNING APPROACHES: INITIATIVE	
Goal 28: Children demonstrate initiative	
Chooses to work on a project because the activity is of personal interest	Engaging activities in Waterford hold children’s attention as they concentrate on each task.
Invents projects and works on them with little assistance	<ul style="list-style-type: none"> • Perfect Present • Party Time
Forms a plan for an activity and acts on it	<ul style="list-style-type: none"> • Perfect Present
Tells the difference between appropriate and inappropriate (or dangerous) risktaking, with assistance	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Engages in role play	<ul style="list-style-type: none"> • Papa’s Play

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
LEARNING APPROACHES: PERSISTENCE AND ATTENTIVENESS	
Goal 29: Children sustain attention to tasks and persist when facing challenges	
Maintains interest in a project or activity until finished	Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Sets goals and follows through on plans, with assistance	<ul style="list-style-type: none"> • Perfect Present
Sustains attention while peers and adults are the focus of attention (e.g., pays attention during storytelling or “show and tell”)	Engaging activities in Waterford hold children’s attention as they concentrate on each task.
Works on a task over a period of time, leaving and returning to it (e.g., block structure)	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
Shifts attention back to activity at hand after being distracted	Engaging activities in Waterford hold children’s attention as they concentrate on each task.
Focuses on projects despite distractions	Engaging activities in Waterford hold children’s attention as they concentrate on each task.
Accepts reasonable challenges and continues through frustration	Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Cooperates with a peer or adult on a task	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
LEARNING APPROACHES: CREATIVITY AND INVENTIVENESS	
Goal 30: Children approach daily activities with creativity and inventiveness	
Uses dramatic or symbolic play to pretend	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Combines activities, materials, and equipment in new ways (e.g., builds tent by using sheet or blanket around table)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Completes projects differently from other children (e.g., uses a unique approach in block structures and paintings)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Makes changes to a familiar story by adding actions or characters	<ul style="list-style-type: none"> • Step Into the Story
Represents reality in a variety of ways (e.g., pretend play, drawing)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
LEARNING APPROACHES: REFLECTION AND INTERPRETATION	
Goal 31: Children learn from their experiences	
Uses a variety of methods to express thoughts and ideas (e.g., discussion, art activities)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Demonstrates long-term memory of meaningful events and interesting ideas	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Describes or acts out a memory of a situation or action	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Seeks information for further understanding	<ul style="list-style-type: none"> • Science investigation
Uses multiple sources of information to complete projects and acquire new information, with assistance	<ul style="list-style-type: none"> • Song: Reading Detective • Science Investigation
Plans activities and sets goals based on past experience	<ul style="list-style-type: none"> • Build Knowledge
Demonstrates beginning understanding of what others are thinking, their intentions, or motivations	<ul style="list-style-type: none"> • Musical Mayhem • Broken Lamp • Baby’s Ballet • Baby’s Ball • Boo Hoo Baby • Baby Wants Berries
COGNITION AND GENERAL KNOWLEDGE	
REASONING: CAUSATION	
Goal 32: Children demonstrate awareness of cause and effect	
Structures experiments to see how changes in one factor influence changes in others (e.g., see how boot size relates to depth of puddle wading), with assistance	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation
Attempts to explain how things might change, given changes in circumstances (e.g., “When it’s cloudy, it might rain.”)	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Precipitation • Book: Whatever the Weather • Weather • Clouds
Explains reasons why simple events occurred (e.g., “Carlos isn’t here today because he got sick yesterday.”)	<ul style="list-style-type: none"> • Book: The Germs
REASONING: CRITICAL AND ANALYTIC THINKING	
Goal 33: Children compare, contrast, examine, and evaluate experiences, tasks, and events	
Identifies characteristics for comparison (e.g., size, color)	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Measuring Plants • Size • Length • Capacity • Big and Little • Tall and Short • Heavy and Light

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 33: Children compare, contrast, examine, and evaluate experiences, tasks, and events <i>continued</i>	
Compares the main characters or events of stories	<ul style="list-style-type: none"> Books: Creepy Crawlers and Garden Visitors; Fawn Eyes and I Wish I Had Ears Like a Bat Describe Characters
Describes experiences using comparative language (e.g., “Today’s walk was longer than yesterday’s.”)	<ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Book: For the Birds Greater Than, Less Than Make Comparisons Tall and Short Big and Little Heavy and Light
Considers peers’ observations and perspectives when making decisions	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Explains how he/she made simple decisions	
Goal 34: Children use past knowledge to build new knowledge	
Restates understanding of a situation or problem in own words	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Explains that a person stays the same, even though appearance is changed through masks, costumes, or makeup	<ul style="list-style-type: none"> Papa’s Play
Understands that words are made up of letters	<ul style="list-style-type: none"> Letters Make Words Print Concepts
Recognizes the difference between squares and rectangles and circles and ovals	<ul style="list-style-type: none"> Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides Book: Imagination Shapes Simple Shapes Solid Shapes World Shapes Circle, Square, Triangle, Rectangle Star, Semicircle, Octagon, Oval, Diamond
REASONING: PROBLEM SOLVING	
Goal 35: Children find multiple solutions to questions, tasks, problems, and challenges	
Works in a group to find a solution, building on the group’s problem solving strategies	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Demonstrates understanding of when something might be a problem or a challenge (e.g., “This puzzle’s going to be hard to do.”)	<ul style="list-style-type: none"> Marmot Basket
REASONING: REPRESENTATIONAL THOUGHT	
Goal 36: Children use symbols to represent objects	
Uses physical objects to demonstrate vocabulary (e.g., creates two piles of blocks—one with “more” blocks, one with “less”)	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
Represents simple objects through drawings, movement, mime, three-dimensional constructions	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal: 37: Children can distinguish between fantasy and reality	
Explains if a story is real or make-believe, when prompted	<ul style="list-style-type: none"> • Real and Make-believe
Understands and expresses when fantasy is influencing actions (e.g., “I was just pretending to do that.”)	<ul style="list-style-type: none"> • Real and Make-believe
Recognizes that some characters, places, and objects in books, movies, television shows, and some family and traditional oral stories are not real	<ul style="list-style-type: none"> • Real and Make-believe
MATHEMATICS AND NUMERACY: NUMBER SENSE AND OPERATIONS	
Goal 38: Children demonstrate knowledge of numbers and counting	
Counts to at least 20 from memory	<ul style="list-style-type: none"> • Counting Songs • Number Songs • Number Counting • Number Instruction • Order Numbers • Counting Puzzle
Understands that when counting items they must be counted only once and none should be left out	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • One-to-One Correspondence • Make and Count Groups • Order Numbers • Counting Puzzle
Uses math manipulatives, games, toys, and coins in daily activities	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Uses basic numbers and counting operations (e.g., “I gave Chua one of my blocks. now she has two blocks.”)	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • One-to-One Correspondence • Make and Count Groups
Tells what number comes before or after a given number to 20, with assistance	<ul style="list-style-type: none"> • Songs: Counting On; Counting Backward • Book: A Space Adventure • Count On • Count Down • Number Chart
Explains the difference between addition and subtraction, with assistance	<ul style="list-style-type: none"> • Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
MATHEMATICS AND NUMERACY: MEASUREMENT	
Goal 39: Children demonstrate some knowledge of size, volume, height, weight, and length	
Measures sand or water using a variety of containers	<ul style="list-style-type: none"> Capacity
Measures ingredients for a cooking project, with guidance	<ul style="list-style-type: none"> Capacity
Uses some conventional vocabulary of measurement (e.g., inch, cup, pound), though may not have exact understanding of meaning	<ul style="list-style-type: none"> Length Capacity
Estimates measurements using size, volume, height, weight, and length (e.g., how many steps it will take to walk across the room)	<ul style="list-style-type: none"> Songs: Savanna Size; Large, Larger, Largest; Measuring Plants Size Length Capacity Big and Little Tall and Short Heavy and Light
Demonstrates comparative behavior by matching objects correctly (e.g., bolts to nuts, jars to lids, greeting cards to envelopes)	<ul style="list-style-type: none"> Book: Together Match Make Comparisons
MATHEMATICS AND NUMERACY: PROPERTIES OF ORDERING	
Goal 40: Children sort, classify, and organize objects	
Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color)	<ul style="list-style-type: none"> Song: All Sorts of Laundry Book: Buttons, Buttons Sort Make Comparisons
Recognizes, describes, duplicates, and extends a two-part pattern (e.g., A/B, circle/ square)	<ul style="list-style-type: none"> Song: Train Station Patterns Book: How King Snake Got His Pattern Patterns Pattern: AB
Describes how and why objects are arranged or sorted the way they are	<ul style="list-style-type: none"> Song: All Sorts of Laundry Book: Buttons, Buttons Sort
SCIENCE: SCIENTIFIC THINKING	
Goal 41: Children collect information through observation and manipulation	
Seeks information through observation, systematic exploration, and conversations	<ul style="list-style-type: none"> Science Investigation Observe a Simple System
Uses simple tools and equipment to extend the senses and gather data	<ul style="list-style-type: none"> Science Investigation Observe a Simple System
Identifies, describes, and compares properties of objects	<ul style="list-style-type: none"> Song: Solid or Liquid Solid and Liquid
Recognizes charts and graphs as a way to collect, organize, record, and describe information	<ul style="list-style-type: none"> Books: Milton's Mittens; One More Cat Calendar/Graph Weather Observe a Simple System

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 42: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations	
Collects information about objects and events in the natural world	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System
Communicates information learned from exploration of the natural world (e.g., “We picked lots of berries.” “The snow was cold and wet.”)	<ul style="list-style-type: none"> • Observe a Simple System • Calendar/Graph Weather
Makes reasonable explanations, without assistance	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System
Describes and discusses predictions, explanations, and generalizations based on past experiences	<ul style="list-style-type: none"> • Science Investigation • Connect to Me • Build Knowledge
SCIENCE: SCIENTIFIC KNOWLEDGE	
Goal 43: Children observe and describe characteristics of living things	
Observes and describes characteristics, basic needs, and simple life cycles of living things	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Invertebrates; Plant or Animal; Food From Plants • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Mammals • Birds • Reptiles • Amphibians • Plants • Plant or Animal • Invertebrates • Insects • Worms • Science Investigation • Food From Plants
Describes simple relationships between animals, plants, and the environment (e.g., “Fish live in water.” “some animals eat plants.”)	<ul style="list-style-type: none"> • Songs: Four Ecosystems; Food From Plants • Books: Everybody Needs to Eat • Mountains • Oceans • Deserts • Rainforests • Food From Plants
Takes care of familiar plants and animals (e.g., waters houseplants, feeds pet fish)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 44: children observe and describe characteristics of the earth	
Identifies and distinguishes between landscapes (e.g., mountains/hills; rivers/ lakes)	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Mountains • Deserts • Oceans • Rainforests
Identifies changes that occur in nature over time	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like: A Book About Seasons • Spring • Summer • Fall • Winter
Describes, draws, or writes about environmental changes (e.g., erosion, tides, earthquakes)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Shows an emerging ability to "read" the weather (e.g., if cloudy, predicts that it might rain)	<ul style="list-style-type: none"> • Song: Precipitation • Book: Whatever the Weather • Weather • Clouds • Calendar/Graph Weather
SOCIAL STUDIES: HISTORY	
Goal 45: Children differentiate between events that happen in the past, present, and future	
Retells a more complex story or event in somewhat sequential order	<ul style="list-style-type: none"> • Sum up, Remember Order • Sum Up, Five Ws • What Comes Next? • Find an Answer
Begins to use the vocabulary for days of the week and names of the months	<ul style="list-style-type: none"> • Songs: Days of the Week; Months of the Year • Today • Yesterday/Tomorrow • Days of the Week
Describes events or objects from his/her personal or family history	• See "Family Engagement Resources" at end of document.
Begins to understand that people in the past lived differently than people do today	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.)
Uses the future tense to discuss plans	• Book: I Can't Wait
Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Books and activities in the program model acceptance and provide opportunities for discussion.
Recognizes pictures of parents or grandparents when they were young.	• See "Family Engagement Resources" at end of document.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL STUDIES: GEOGRAPHY	
Goal 46: Children demonstrate awareness of location and spatial relationships	
Talks about location using appropriate vocabulary (e.g., near/far, over/under, next to)	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • First, Next, and Last
Describes some concepts of distance or space (e.g., knows it is far to grandpa's house)	<ul style="list-style-type: none"> • Song: Positioning • Books: Up in the Air; All on the Same Earth
Recognizes that real places can be represented with symbols	Each Sing Around the World song begins with a map showing the shape, flag, and location of the country represented.
Goal 47: Children demonstrate knowledge of the relationship between people, places, and regions	
Describes some physical characteristics (e.g., bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (e.g., types of shelter, clothing, food, jobs)	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Mountains • Deserts • Oceans • Rainforests
Helps to navigate on journeys (e.g., "After you pass the big red barn, then my house is next." or "i live by the bus stop.")	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Understands that there are different places that people live	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Mountains • Deserts • Oceans • Rainforests
SOCIAL STUDIES: ECONOMICS	
Goal 48: Children demonstrate awareness of economic concepts	
Realizes that making one choice means that you may not be able to do something else	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Recognizes that people rely on others for goods and services	<ul style="list-style-type: none"> • Book: Follow the Apples
Understands the concept of saving resources for use in the future	<ul style="list-style-type: none"> • Song: Save Your Pennies
Accurately names some coins and money bills (e.g., penny, nickel, dollar bill)	<ul style="list-style-type: none"> • Song: Save Your Pennies • Coin Identification
Recognizes that some things are owned by people and other things are collective goods	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Demonstrates understanding that coins of different sizes and colors have different names	<ul style="list-style-type: none"> • Song: Save Your Pennies • Coin Identification

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL STUDIES: ECOLOGY	
Goal 49: Children demonstrate awareness of the relationship between humans and the environment	
Recognizes, with adult support and guidance, how people can take care of the earth's limited resources or damage the earth	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water
Exhibits simple concepts of conservation (e.g., uses paper judiciously, does not waste water)	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water
Shows interest in understanding how animals gather and store food, sleep, and live	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Invertebrates; Plant or Animal; Food From Plants • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Mammals • Birds • Reptiles • Amphibians • Plants • Plant or Animal • Invertebrates • Insects • Worms • Science Investigation • Food From Plants
SOCIAL STUDIES: TECHNOLOGY	
Goal 50: Children use technology appropriately	
Identifies ways in which technology helps people accomplish specific tasks (e.g., "The wheelchair helps Alfonso get from one place to another." "E-mail lets you communicate with your friend Qavvik who lives far away.")	<ul style="list-style-type: none"> • Book: In the Rain • Print Directionality Introduction
Identifies alternate ways of doing things with and without technology (e.g., can use hands or dishwasher to clean dishes, can travel by foot or by car)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Considers, with adult guidance, what it must have been like to live without technology in an earlier time	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Uses computer for simple 'point and click' operations on child-appropriate Web sites or software	While interacting with Waterford, children become familiar with technology and are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around the screen, or entering answers on the keyboard.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
FAMILY, COMMUNITY, AND CULTURE: FAMILY	
Goal 51: Children demonstrate awareness of family characteristics and functions	
Recognizes extended family members (e.g., cousins, aunts, uncles)	<ul style="list-style-type: none"> Books: Mine; Jose Three; Grandpa’s Great Athlete
Talks about how other children have different family compositions other than own	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
FAMILY, COMMUNITY, AND CULTURE: COMMUNITY	
Goal 52: Children demonstrate awareness of their community, human interdependence, and social roles	
Recognizes others’ capabilities in specific areas (e.g., “That woman is good at fixing cars.”)	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Identifies some types of jobs and some of the tools used to perform those jobs	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Demonstrates an understanding of social behavior and personal responsibility as a member of a group (e.g., “If you put away the toys, then I’ll clean up the art table.”)	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Goal 53: Children demonstrate civic responsibility	
Exhibits positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Participates in democratic group processes as a way of making choices (e.g., voting or discussion)	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
Demonstrates awareness of the reasons for rules and laws	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
Exhibits personal responsibility, choice, and leadership in the context of self-help skills and duties/roles that benefit the family or class	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Participates in community events that promote interdependence, with assistance	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
FAMILY, COMMUNITY, AND CULTURE: CULTURE	
Goal 54: Children demonstrate awareness and appreciation of their own and others’ cultures	
Talks about, compares, and explores similarities and differences in daily practices across cultures	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Books and activities in the program model acceptance and provide opportunities for discussion.
Expresses understanding about other children’s cultures through conversations, dramatic play, interactions, and items from home	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Books and activities in the program model acceptance and provide opportunities for discussion.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 54: Children demonstrate awareness and appreciation of their own and others' cultures <i>continued</i>	
Recognizes and celebrates similarities and differences between people of different 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)
Recognizes stereotypes and culturally or linguistically unfair or biased behavior	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Books and activities in the program model acceptance and provide opportunities for discussion.
CREATIVE ARTS: EXPRESSION AND REPRESENTATION	
Goal 55: Children use creative arts to express and represent what they know, think, believe, or feel	
Uses music to express thoughts, feelings, and energy	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.
Expresses his/her feelings and ideas through creative art, drama, and movement	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody Squirrel's Sketches
Uses simple instruments such as rhythm sticks, tambourines, or drums to create rhythm, beat, and patterns	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
Shows interest in more complicated instruments (e.g., piano, guitar, marimba, drums)	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
Develops ability to plan, work both alone and with others, and demonstrate care and persistence in a variety of art projects	<ul style="list-style-type: none"> Squirrel's Sketches

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
CREATIVE ARTS: UNDERSTANDING AND APPRECIATION	
Goal 56: Children demonstrate understanding and appreciation of creative arts	
Describes art work and considers potential intentions of the artist	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Appreciates the artistic creations of others, the skill of a dancer, or someone’s ability to play a musical instrument, sing, or act	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
Exhibits excitement when a picture or sculpture reminds him/her of people, objects, or events in own life	<ul style="list-style-type: none"> • Squirrel’s Sketches
Comments on the artwork of other children, asking simple questions about methods used and noticing details	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
COMMUNICATION, LANGUAGE AND LITERACY	
COMMUNICATION: LISTENING	
Goal 57: Children demonstrate the meaning of language by listening	
Attends to book reading/storytelling for at least five minutes	Engaging activities in Waterford hold children’s attention as they concentrate on each task.
Listens to others and responds in group conversations and discussions	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
Notices different tones and cadences (e.g., recognizes the difference between humorous and serious voice inflection)	Waterford online narrators model appropriate tone, inflection, and cadence.
Enjoys listening to stories from different sources (e.g., in person, on the radio)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
COMMUNICATION: ORAL AND WRITTEN COMMUNICATION	
Goal 58: Children communicate effectively	
Initiates conversation by making statements or asking questions	Waterford’s Social Emotional videos model conversations and discussions initiated by various characters that demonstrate appropriate conversation rules, as they develop ideas and ask and answer relevant questions.
Expresses an idea in more than one way	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Adjusts communication style to listener (e.g., when talking to a younger child uses simple words)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Uses character voices when retelling a story or event	Narrators of Waterford online books model changing their voice for different characters.
Understands the concept of writing to communicate information or messages (e.g., attempts to write a short phrase or greeting)	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Party Time
Draws pictures with objects and people to communicate an idea or event, with assistance	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Makes a simple story book using pictures, personal experience or culture and some words, with assistance	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
COMMUNICATION: CONVENTIONS OF SOCIAL COMMUNICATION	
Goal 59: Children comprehend and use the conventions of social communication	
Uses language appropriately with different audiences (e.g., uses different words with peers and adults), most of the time	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Uses language appropriately depending upon the purpose (e.g., to tell stories, get information, ask for help), most of the time	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Adjusts intonation and volume in a variety of settings (e.g., whispers when a baby is sleeping)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Engages appropriately in communication with peers during play (e.g., talking, listening, gesturing)	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
LANGUAGE: VOCABULARY	
Goal 60: Children use receptive communication skills	
Demonstrates understanding of an increasing number of technical and specialized words (e.g., pediatrician is a child’s doctor, elder is an honored person in the child’s family or community)	Waterford online books include bold-faced vocabulary words that children learn to click in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.
Understands words that mean the same thing (synonyms) and some words that mean the opposite thing (antonyms)	<ul style="list-style-type: none"> • Songs: Synonym Tree; Antonym Ant • Book: Opposites • Opposites
Goal 61: children use expressive communication skills	
Expresses most feelings and emotions	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Soup’s On • Squirrel’s Blocks • Lost and Found • Marmot Basket
Names some non-present objects using appropriate words	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Correctly uses words to indicate understanding	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
Defines words, with assistance (e.g., “Firefighters put out fires.”)	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
LANGUAGE: GRAMMAR AND SYNTAX	
Goal 62: Children demonstrate progression in grammar and syntax	
Demonstrates beginning skills in using sentences in a logical sequence	<ul style="list-style-type: none"> Song: What Is a Sentence?
Uses sentences in home language that show an emergence of grammatical correctness with subject/verb agreement	Waterford UPSTART families receive weekly emails that inspire families to use thematic vocabulary to talk with their children.
Begins to use verb-tense appropriately with regular verbs, usually	<ul style="list-style-type: none"> Songs: Verbs; It Happened Yesterday
Begins to notice when simple sentences do not make sense, with assistance	<ul style="list-style-type: none"> Song: What Is a Sentence?
LANGUAGE: COMPREHENSION	
Goal 63: Children demonstrate comprehension and meaning in language	
Follows two- and three-part directions unfamiliar to the daily routine	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.
Uses and understands complex sentences in home language	<ul style="list-style-type: none"> Song: What Is a Sentence?
Plays with language (e.g., jokes, riddles, words that sound fun together)	<ul style="list-style-type: none"> Rhyming Words Song Rhyme
Begins to represent a storyline through drawing, acting, or singing, with assistance	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Retells simple stories in sequence in home language	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
LANGUAGE: EXPRESSIVE/ORAL LANGUAGE	
Goal 64: Children use language for a variety of purposes	
Describes the details of a recent event or occurrence	<ul style="list-style-type: none"> Look at Details Connect to Me
Tells stories with descriptions of characters and events	<ul style="list-style-type: none"> Describe Characters Sum Up, Five Ws Sum Up, Remember Order Look at Details
Uses oral language to express emotions and thoughts	<ul style="list-style-type: none"> It's Not Fair! Do I Have To? Soup's On Squirrel's Blocks Lost and Found
Enjoys listening to stories from diverse cultures	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Enjoys making up stories	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
Tells jokes to elicit others' laughter	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
Creates made-up words	<ul style="list-style-type: none"> Circus Clown Climbers One, Two, Three Sounds

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
LITERACY: READING	
Goal 65: Children demonstrate phonological awareness	
Matches picture with articulated initial letter sound (e.g., matches the picture of a dog with the sound /d/)	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel’s Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where Is the Sound?
Begins to recognize vowel sounds, with assistance	<ul style="list-style-type: none"> • Songs: Apples and Bananas; Old MacDonald’s Vowel Song
Begins to blend individual letter sounds to make a new word, with assistance (e.g., “/b/ /a/ /l/... what’s the word? Ball”)	<ul style="list-style-type: none"> • Blending • Blend Every Sound • Blending Dragon • Blending Riddles • Blend Individual Phonemes
Recognizes which segment of a word is left off when spoken aloud, with assistance, (e.g., “picture,” and can recognize the /p/ is left off when “icture” is said)	<ul style="list-style-type: none"> • Phoneme Segmentation • Phoneme Eliminator
Creates a familiar word when given a word and a new beginning sound (e.g., “man” and new beginning sound /f/ creates “fan”)	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Barnyard Bash • One, Two, Three Sounds • Circus Clown Climbers
Divides words into syllables with assistance	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Take Away Syllables
Begins to create and invent words by substituting one sound for another (e.g., “Bandaid/dambaid”)	<ul style="list-style-type: none"> • Circus Clown Climbers • Barnyard Bash • One, Two, Three Sounds
LITERACY: READING (ALPHABETIC PRINCIPLE)	
Goal 66: Children demonstrate awareness of letters and symbols	
Demonstrates understanding that letters have a name and a sound	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Pictures • Find the Letter • Name That Letter • Letter Sound Songs • Mama Squirrel’s Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where Is the Sound?

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 66: Children demonstrate awareness of letters and symbols <i>continued</i>	
Makes many letter/sound matches	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel's Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where Is the Sound?
Identifies a letter for a given letter name, for most letters	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Distinguish Letters (Alphabet Introduction) • Letter Checker • Hidden Letters • Hidden Pictures • Find the Letter
LITERACY: READING	
Goal 67: Children demonstrate awareness of print concepts	
Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom)	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality
Recognizes difference between letters and numerals	<ul style="list-style-type: none"> • Distinguish Letters (Alphabet Introduction) • ABC Songs
Identifies letters in first name	<ul style="list-style-type: none"> • What's Your Name? • Letter Pictures
Points to title of book when asked	<ul style="list-style-type: none"> • Print Directionality Introduction
Reads familiar sight words (e.g., names on cereal boxes)	<ul style="list-style-type: none"> • Read with Me Books • Decodable Books (See titles at end of document.) • Power Words
Reads own first name and those of some peers	<ul style="list-style-type: none"> • What's Your Name?
Reads some environmental print (e.g., bus)	<ul style="list-style-type: none"> • Read with Me Books • Decodable Books (See titles at end of document.) • Power Words
Recognizes when something is written in his/her home language, sometimes	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Similarities and Differences in Letters

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 68: Children demonstrate comprehension of printed material and oral stories	
Knows that print conveys meaning	<ul style="list-style-type: none"> • Print Concepts • Print Directionality
Compares stories with real life	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
Uses pictures to infer or predict meaning in text read aloud and/or shared with others	<ul style="list-style-type: none"> • Song: Look for a Clue • Rusty and Rosy's Clues • Picture Clues • Words Tell About the Pictures • Picture Story
Uses strategies such as questioning or predicting to comprehend printed material	<ul style="list-style-type: none"> • Sum Up, Remember Order • Sum Up, Five Ws • Peek at the Story • What Comes Next? • Find an Answer
Recalls a story with some level of detail pertaining to characters and setting	<ul style="list-style-type: none"> • Describe Characters • Sum Up, Five Ws • Look at Details
Goal 69: Children demonstrate awareness that written materials can be used for a variety of purposes	
Uses picture clues for information (e.g., attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news)	<ul style="list-style-type: none"> • Song: Precipitation • Book: Whatever the Weather • Weather • Clouds • Calendar/Graph Weather
Recognizes function of common labels in the environment (e.g., restroom sign)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Uses a simple cookbook, map, or similar printed material, with assistance	<ul style="list-style-type: none"> • Books: The Pizza Book; The Pinata Book
Goal 70: Children demonstrate appreciation and enjoyment of reading	
Enjoys "how-to" books, non-fiction, and reference books	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.)
Shares and talks about books with peers	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books (See titles at end of document.)
Looks for books of interest	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books (See titles at end of document.)

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 70: Children demonstrate appreciation and enjoyment of reading <i>continued</i>	
Shows interest in learning to read and makes attempts at 'reading' favorite books aloud	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books (See titles at end of document.)
Sits through entire picture book read aloud without disrupting	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books (See titles at end of document.)
Has a favorite author/illustrator or series of books by same author	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
"Reads" books by repeating the story he/she has heard an adult tell or by "reading" the pictures	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books (See titles at end of document.)
LITERACY: WRITING	
Goal 71: Children demonstrate knowledge of letters and symbols (alphabet knowledge)	
Recognizes several uppercase and lowercase letters	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Distinguish Letters (Alphabet Introduction) • Letter Checker • Hidden Letters • Hidden Pictures • Find the Letter • Similarities and Differences in Lettes
Prints some alphabet letters for given letter names	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing • Dots, Lines, and Circles • Similarities and Differences in Letters
Writes some uppercase and lowercase letters, without assistance	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing • Dots, Lines, and Circles • Similarities and Differences in Letters
Writes first names of others or some simple words	<ul style="list-style-type: none"> • What's Your Name? • Letter Picture Writing

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 71: Children demonstrate knowledge of letters and symbols (alphabet knowledge) <i>continued</i>	
Writes some simple words on paper after adult segments words into individual sounds out loud (e.g., /c/ /l/ /a/ /p/ = clap)	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel's Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where Is the Sound?
Recognizes initial letters in their names and titles of books	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Read with Me Books (See titles at end of document.)
Goal 72: children use writing skills and demonstrate knowledge of writing conventions	
Uses multiple writing tools (e.g., paint, crayons, pencils, pens) to create a picture	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Adjusts grasp to size of writing tool	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Shows beginning knowledge of punctuation marks (e.g., period at the end of a sentence)	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks
May use an initial letter to represent an entire word	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel's Sound Song • Letter Sound • Letter Picture Writing
Goal 73: children use writing for a variety of purposes	
Imitates common writing activities in play (e.g., letters, cards, newspaper)	<ul style="list-style-type: none"> • Party Time
Writes simple expressions in greeting cards and letters (e.g., Hi, Hola, Waqaa)	<ul style="list-style-type: none"> • Party Time
Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
ENGLISH LANGUAGE LEARNERS: DUAL LANGUAGE ACQUISITION	
Goal 74: children demonstrate competency in home language while acquiring beginning proficiency in English	
Follows multi-step directions in home language and single-step directions in English	Waterford provides Native Language support. With this feature enabled, when the student clicks Repeat, the instructions are given in the student’s Native Language, followed in English.
Demonstrates understanding of words used in home language that are different from English	Waterford UPSTART families receive weekly emails that inspire families to use thematic vocabulary to talk with their children.
Makes consistent grammatical errors in English (e.g., mans for men)	Waterford develops children’s vocabulary and asks them to respond orally or sing along with songs including those specific to learning objectives.
Re-tells a simple story told in home language but may only be able to re-tell a few words from a story told in English	ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.
Begins to understand that non-family adults and peers may not understand home language	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Chooses language (home or English) and/or non-verbal gestures to communicate according to audience, purpose, and setting	ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.



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

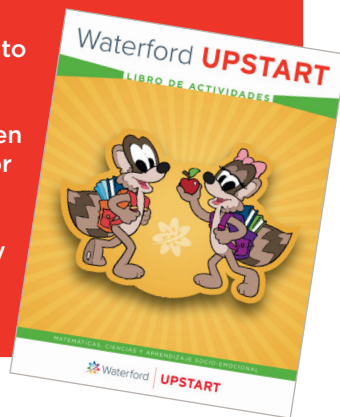
FAMILY ENGAGEMENT RESOURCES

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.