

CURRICULUM *Correlation*

*Waterford
UPSTART*

100%

*Delaware
Early Learning
Foundations:
Preschool
(Sep 2010)*

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DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
DOMAIN: SOCIAL EMOTIONAL DEVELOPMENT	
SUB-DOMAIN: SELF-CONCEPT—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
SE31 Be with adults who are consistent, responsive, and caring	<ul style="list-style-type: none"> • My Family • Lost and Found • Find Me! • Where’s Papa? • Do I Have To? • It’s Not Fair! • Soup’s On!
SE32 Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment	<ul style="list-style-type: none"> • Do I Have To? • See “Parent Portal Resources” at end of document.
SE33 Participate in activities that are challenging but within their reach	Personalized instruction enables students to progress through the sequence at their own pace, offering more challenging activities when they are ready. Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me directions.
SE34 Assume a role in determining how they will learn	Waterford’s digital sequence combined with Parent Resources offer children verbal, visual, aural, and kinesthetic experiences providing options for learning. <ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
SE35 Participate in meaningful responsibilities	<ul style="list-style-type: none"> • Clubhouse • Boo Hoo Baby
SE36 Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. One example is Native Language Support. When this feature is enabled and students click Repeat during an activity, they hear the instructions in their primary language and then they hear the instructions again in English.
SE37 Be a part of the classroom community so that each child feels accepted and gains a sense of belonging	<ul style="list-style-type: none"> • Clubhouse • My Name Is Squirrel
SUB-DOMAIN: SELF-REGULATION—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
SE38 Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Boo Hoo Baby • Soup’s On! • Clubhouse • Marmot Basket • Perfect Present • Lost and Found • Find Me!

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: SELF-REGULATION—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO <i>continued</i>:	
SE39 Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad)	<ul style="list-style-type: none"> • It’s Not Fair • Do I Have To?
SE40 Express feelings through play and artistic representation	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> • Pretend Play • Squirrel’s Sketches
SE41 Begin to understand that actions have consequences	<ul style="list-style-type: none"> • Do I Have To?
SE42 Follow simple rules and routines with minimal help	<ul style="list-style-type: none"> • Soup’s On!
SE43 Experience logical and natural consequences	<ul style="list-style-type: none"> • Do I Have To?
SE44 Complete activities that he/she has started	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.
SE45 Use materials purposefully, safely, and respectfully	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.
SE46 Attempt to solve problems in a positive manner	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods and seeking adult help.
SUB-DOMAIN: SOCIAL RELATIONSHIPS AND COOPERATION—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
SE47 Develop trust in familiar adults and close peers	<ul style="list-style-type: none"> • Marmot Basket • Where’s Papa? • It’s Not Fair!
SE48 Receive guidance, support and directions from a range of familiar adults	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! • Lost and Found • Soup’s On!
SE49 Develop and maintain friendships with peers	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
SE50 Develop awareness of other’s perspectives and gain an understanding of how their actions impact those around them	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
SE51 Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
SE52 Develop ability to initiate and sustain play with peers	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
SE53 Be a helpful member of a group or household through sharing tasks or chores	<ul style="list-style-type: none"> • Do I Have To? • Soup’s On! • Marmot Basket
SE54 Develop turn taking and negotiation skills	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
DOMAIN: APPROACHES TO LEARNING	
SUB-DOMAIN: INITIATIVE AND CURIOSITY—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
AL31 Participate in a variety of tasks and activities using all five senses	<ul style="list-style-type: none"> • Song: Five Senses • Science Investigation • Sight • Hearing • Touch • Taste • Smell
AL32 Make independent choices during play and throughout the daily routine	Waterford’s Central Park character, Squirrel, demonstrates making independent choices in the Social Emotional series that model positive, pro-social behaviors.
AL33 Approach tasks and activities with flexibility, imagination, inventiveness, and confidence	<ul style="list-style-type: none"> • Perfect Present • Soup’s On! • Squirrel’s Sketches • Mama’s Melody • Marmot Basket
AL34 Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks	<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
SUB-DOMAIN: ENGAGEMENT AND PERSISTENCE—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
AL35 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
AL36 Begin to develop and follow through with plan for play and other activities	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play • Perfect Present • Boo Hoo Baby • Party Time
AL37 Begin to demonstrate the ability to follow a sequence of steps to create a finished project	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. Children are often asked to follow a sequence of steps to complete an activity.

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: REASONING AND PROBLEM SOLVING—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
AL38 Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. <ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; I Want to be a Scientist Like Wilbur and Orville Wright • Perfect Present • Do I Have To? • Boo Hoo Baby • Science Investigation
AL39 Develop the ability to classify, compare, and contrast objects, events, and experiences	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Large, Larger, Largest; Savanna Size • Book: Buttons, Buttons • Science Investigation • Size • More Than, Less Than • Greater Than, Fewer Than • Sort • Big and Little • Heavy and Light • Tall and Short • Build Knowledge • Connect to Me
AL40 Demonstrate the ability to sequence events	<ul style="list-style-type: none"> • What Comes Next? • First, Middle, Last
AL41 Begin to develop the ability to explain and demonstrate strategies to solve problems	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. <ul style="list-style-type: none"> • Boo Hoo Baby
DOMAIN: LANGUAGE AND LITERACY	
SUB-DOMAIN: RECEPTIVE COMMUNICATION—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
LL31 Respond to their names, requests for action, or information	Social Emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters.
LL32 Develop listening, watching, attention, and comprehension skills	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.
LL33 Follow two- or three-step directions	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
LL34 Identify particular sounds in the environment through different media	<ul style="list-style-type: none"> • Common Sounds • Hearing

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: RECEPTIVE COMMUNICATION—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO <i>continued</i>:	
LL35 Respond to questions	Question and response conversations within Waterford’s Social Emotional videos provide examples for students to ask and answer questions.
LL36 Increase vocabulary to include prepositions and basic concepts	<ul style="list-style-type: none"> • Songs: Preposition Ship; What is a Sentence? • Sentences • Build Knowledge • Vocabulary
SUB-DOMAIN: EXPRESSIVE COMMUNICATION—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
LL37 Be aware that people communicate in a variety of ways (verbal and non-verbal)	<ul style="list-style-type: none"> • Sing Around the World songs
LL38 Communicate so they will be understood by peers and adults	<p>Waterford introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly.</p> <ul style="list-style-type: none"> • Build Knowledge • Vocabulary
LL39 Play with language such as rhyming	<ul style="list-style-type: none"> • Song: Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.)
LL40 Use language to enter play situation	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
LL41 Participate in turn taking conversations	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
LL42 Dictate a story to an adult	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
LL43 Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or American Sign Language (ASL) grammatical features	<ul style="list-style-type: none"> • Songs: What is a Sentence?; Preposition Ship • Sentences • Nouns • Verbs
LL44 Use volume and tone or ASL facial grammar appropriate to the situation	<ul style="list-style-type: none"> • Song: Sentence Marks • Book: What Sounds Say • Sentence Marks • Pitch and Volume
LL45 Respond appropriately to messages in conversation	Social Emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: EXPRESSIVE COMMUNICATION—TO SUPPORT CHILDREN'S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO <i>continued</i>:	
LL46 Express emotions through language	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Lost and Found • Soup's On!
LL47 Use language appropriately during play situations	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Where's Papa?
LL48 Experiment with patterns in words	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • One Doesn't Rhyme • Finish the Picture
LL49 Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Informational Books (See titles at end of document.)
LL50 Show increasing awareness of print, familiar signs, labels, and symbols	<ul style="list-style-type: none"> • See "Parent Portal Resources" at end of document.
LL51 Identify and name letters of the alphabet	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters • Print Concepts • Letter Pictures • Letter Picture Writing • Similarities and Differences in Letters • Fast Letter Fun • What's Your Name?
LL52 Recognize their first name in print written with the first letter in upper case followed by lower-case letters	<ul style="list-style-type: none"> • What's Your Name? • Letter Pictures: Capital Letters; Lowercase Letters • Name That Letter: Capital Letters; Lowercase Letters
LL53 Recognize common letter sounds at the beginning, middle, and end of words	<ul style="list-style-type: none"> • Get Started With Sounds • Sound Songs • Letter Sound • Name That Letter Sound • Blend Every Sound • Where Is the Sound? • One, Two, Three Sounds • Barnyard Bash • Circus Clown Climbers • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: EXPRESSIVE COMMUNICATION—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO <i>continued</i>:	
LL54 Know the difference between upper- and lower-case letters	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures: Capital Letters; Lowercase Letters • Letter Picture Writing • Letter Checker • Fast Letter Fun • Name That Letter: Capital Letters; Lowercase Letters
SUB-DOMAIN: EMERGENT READING—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
LL55 Show comprehension by answering questions related to an age-appropriate story that has been read or told	<ul style="list-style-type: none"> • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Find an Answer
LL56 Understand the parts of a book and how it is used	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.
LL57 Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom	Online books within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions with highlighted text which helps show the sequence of print.
LL58 Explore different types of literature such as narrative (story) and informative (non-fiction)	<ul style="list-style-type: none"> • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.)
LL59 Demonstrate that print represents someone’s thoughts and ideas	<ul style="list-style-type: none"> • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.)
LL60 Interpret pictures	<ul style="list-style-type: none"> • Words Tell About the Pictures • Peek at the Story
LL61 Hear words in a sentence and syllables in words	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match • Syllables • Syllable Safari
LL62 Know that print is read and pictures are not	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures • Picture Story

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: EMERGENT WRITING—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
LL63 Use scribbles, symbols, or drawings to share experiences	<ul style="list-style-type: none"> • Dots, Lines, Circles • Letter Picture Writing • Distinguish Letters • Letters Make Words
LL64 Use a variety of writing tools and materials	Waterford encourages everyone to have writing and art materials available for children’s creations.
LL65 Trace and copy shapes and letters	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing
LL66 Begin to print the letters of their first name	<ul style="list-style-type: none"> • Letter Picture Writing • What’s Your Name?
LL67 Express self through pretend writing	<ul style="list-style-type: none"> • Dots, Lines, Circles • Letter Picture Writing • Distinguish Letters • Letters Make Words
LL68 Write in a variety of formats	Waterford encourages everyone to have writing and art materials available for children’s creations.
LL69 Practice writing 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 with highlighted text which helps show the sequence of print. Students practice building words from letters with consistent left to right and top to bottom instruction.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words • Letter Picture Writing
LL70 Use inventive spelling	<ul style="list-style-type: none"> • Letter Sound songs • Letter Sound • Sound Room • Letter Picture Writing
LL71 Develop strength, dexterity, and control needed to use writing tools and materials	The use of Waterford requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words. Waterford encourages everyone to have writing and art materials available for children’s creations.
LL72 Develop hand-eye coordination required for written communication	The use of Waterford requires children to manipulate a mouse or touch pad developing hand-eye coordination. Children also must practice writing letters and words.

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
DOMAIN: MATHEMATICS	
SUB-DOMAIN: NUMBER AND OPERATIONS—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
MA31 Develop an awareness of numbers and counting as a means for understanding quantity	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Number Recognition and Sense • Counting Puzzle • Make and Count Groups • One-to-one Correspondence
MA32 Recite numbers in sequence	<ul style="list-style-type: none"> • Number Instruction • Number Recognition and Sense • Counting Songs • Number Counting • Order Numbers
MA33 Recognize numbers	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction • Number Recognition and Sense
MA34 Use one-to-one correspondence when counting	<ul style="list-style-type: none"> • One-to-one Correspondence • Counting Songs • Make and Count Groups • Number Instruction • Number Recognition and Sense • Counting Puzzle
MA35 Use language to compare numbers of objects (Ex: more, less, same)	<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
MA36 Determine quantity or “how many”	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Number Recognition and Sense • Counting Puzzle • Make and Count Groups • One-to-one Correspondence
MA37 Understand numbers and number concepts as they relate to everyday life	<ul style="list-style-type: none"> • Number Books (See titles at end of document.) • Books: Half for You and Half for Me; For the Birds; Five Delicious Muffins; Milton’s Mittens; A Space Adventure; I Can’t Wait • Explain Numbers • Number Instruction • Number Recognition and Sense • Make and Count Groups

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: NUMBER AND OPERATIONS—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO <i>continued</i>:	
MA38 Use ordinal number words to describe the position of objects (Ex: “first,” “second,” “third,” etc.)	<ul style="list-style-type: none"> • Song: Ordinals • Book: The Circus Came to Town • Order Numbers • First, Middle, Last • Ordinal Numbers
MA39 Understand the concept of how numbers relate to quantity	<ul style="list-style-type: none"> • Number Instruction • Number Recognition and Sense • One-to-one Correspondence • Make and Count Groups • Counting Songs • Number Counting
SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
MA40 Begin to recognize, name, describe, build, and draw two and three dimensional shapes	<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
MA41 Put together and take apart increasingly more difficult puzzles	<ul style="list-style-type: none"> • Geoboard • Tangrams
MA42 Describe how shapes are the same or different (Ex: size, shape, color)	<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 • Similar Figures • Symmetry • Congruence
MA43 Demonstrate and describe positions of objects	<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

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: PATTERNS—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
MA44 Recognize, copy, and extend simple patterns with a variety of materials	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns AB, ABB, ABC
MA45 Arrange objects in a series according to one attribute (Ex: shape, size, texture)	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Large, Larger, Largest • Book: Buttons, Buttons • Sort • Size • Similar Figures
MA46 Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
MA47 Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Colors, Colors • Book: Buttons, Buttons • Sort • Size • Red, Yellow, and Blue • Color Practice • Similar Figures
SUB-DOMAIN: MEASUREMENT—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
MA48 Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures	<ul style="list-style-type: none"> • Song: Measuring Plants • Length
MA49 Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature)	<ul style="list-style-type: none"> • Song: Savanna Size • Size • Big and Little • Heavy and Light • Tall and Short • Length • Capacity • Weight • Tell Time
MA50 Begin to compare and sort according to measurement attributes (length, size, weight)	<ul style="list-style-type: none"> • Song: Savanna Size • Size • Big and Little • Heavy and Light • Tall and Short
SUB-DOMAIN: DATA ANALYSIS—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
MA51 Begin to represent data using concrete objects, pictures, and simple graphs	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System
MA52 Begin to compare and interpret data collected	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
DOMAIN: SCIENCE	
SUB-DOMAIN: SENSORY AWARENESS—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
SC31 Use senses in purposeful ways to gather information and explore the environment	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Five Senses • Book: I Wish I Had Ears Like a Bat • Science Investigation • Sight • Hearing • Touch • Smell • Taste
SC32 Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense	<ul style="list-style-type: none"> • Songs: Five Senses • Book: I Wish I Had Ears Like a Bat • Science Investigation • Sight • Hearing • Touch • Smell • Taste
SUB-DOMAIN: SCIENTIFIC EXPLORATION—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
SC33 Express their curiosity and investigate questions of interest through play and exploration	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System
SC34 Use materials and tools appropriate for problem solving and exploration	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System
SUB-DOMAIN: SCIENTIFIC INQUIRY—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
SC35 Ask scientific questions	<ul style="list-style-type: none"> • Song: The Scientific Method • 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 • Observe a Simple System
SC36 Investigate and explore their questions using observations and previous experience to make predictions	<ul style="list-style-type: none"> • Song: The Scientific Method • 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 • Observe a Simple System
SC37 Provide their own explanations for “how” and “why” things happen	<ul style="list-style-type: none"> • Song: The Scientific Method • 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 • Observe a Simple System

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
<p>SUB-DOMAIN: SCIENTIFIC INQUIRY—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO <i>continued:</i></p>	
<p>SC38 Use data from an investigation or exploration to draw conclusions and communicate results</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • 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 • Observe a Simple System
<p>SUB-DOMAIN: SCIENTIFIC KNOWLEDGE—LIVING THINGS—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:</p>	
<p>SC39 Observe, describe, and discuss the natural world of people, animals and plants</p>	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See • 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 • Science Investigation • Observe a Simple System • Mammals • Birds • Reptiles • Amphibians • Insects • Plant or Animal • Invertebrates • Worms • Plants • Food From Plants
<p>SC40 Recognize categories of people, plants, and animals and describe similarities and differences among them</p>	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See • 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 • Science Investigation • Observe a Simple System • Mammals • Birds • Reptiles • Amphibians • Insects • Plant or Animal • Invertebrates • Worms • Plants • Food From Plants

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: SCIENTIFIC KNOWLEDGE—LIVING THINGS—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO <i>continued:</i>	
SC41 Recognize people, plants and animals grow and change over time and need certain things to survive	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Measuring Plants; Water • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver • Science Investigation; Mela’s Water Pot • Observe a Simple System • Mammals • Birds • Reptiles • Amphibians • Insects • Plant or Animal • Invertebrates • Worms • Plants • Food From Plants • Sun
SC42 Demonstrate respect for living things	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation; I Am Part of All I See • Pollution and Recycling • Care of Earth • Care of Water • Care of Air
SUB-DOMAIN: SCIENTIFIC KNOWLEDGE—NON-LIVING THINGS—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
SC43 Observe, describe, and discuss physical properties of non-living things, both natural and human-made	<ul style="list-style-type: none"> • Song: Living and Nonliving • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Materials • Living or Nonliving • Solid and Liquid • Magnets • Rocks
SC44 Recognize categories of non-living things and describe similarities and differences among them	<ul style="list-style-type: none"> • Science Investigation • Materials • Magnets • Solid and Liquid
SC45 Explore objects, machines, technology and structures	<ul style="list-style-type: none"> • Book: Mr. Mario’s Neighborhood • Science Investigation • Materials • Magnets • Push and Pull
SC46 Experiment with effects of their own actions on objects	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. • Push and Pull

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: SCIENTIFIC KNOWLEDGE—EARTH AND SKY—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
SC47 Observe, describe, and discuss changes in the seasons and the weather	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That’s What I Like, a Book About Seasons • Spring • Summer • Fall • Winter • Clouds • Sun • Weather
SC48 Observe, describe and discuss landforms, bodies of water, and the properties of earth’s materials (Ex: rocks, dirt, sand and water)	<ul style="list-style-type: none"> • Songs: Water; Rocks • Book: Water is All Around • Mountains • Deserts • Oceans • Rocks • Water • Water Sources • Materials
SC49 Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Book: Star Pictures • Sun • Moon • Constellations • Clouds
SUB-DOMAIN: SCIENTIFIC KNOWLEDGE—ENVIRONMENT—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
SC50 Explore how the environment is affected by what people do	<ul style="list-style-type: none"> • Song: Conservation • Pollution and Recycling
SC51 Describe and engage in activities that preserve the environment	<ul style="list-style-type: none"> • Song: Pollution Rap • Pollution and Recycling
DOMAIN: MY FAMILY, MY COMMUNITY, MY WORLD	
SUB-DOMAIN: MY FAMILY AND MY COMMUNITY CULTURE—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
MM31 Understand the concept of belonging to a family	<ul style="list-style-type: none"> • My Family • My Name Is Squirrel
MM32 Begin to develop an awareness of their family’s culture	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
MM33 Begin to develop an awareness of the cultures of other children and adults in their group and community	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
MM34 Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing)	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
MM35 Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)	<ul style="list-style-type: none"> • My Family • Clubhouse

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: PAST, PRESENT, AND FUTURE HISTORY—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
MM36 Develop emerging concept of time through daily schedule and routines	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. • Tell Time • Today • Yesterday/Tomorrow
MM37 Share their personal history including people, places, and events that take place in the past and the present	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
MM38 Talk about events that may happen in the near future	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
MM39 Begin to understand that things, people, and places change over time	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. • Mammals • Amphibians
SUB-DOMAIN: PLACES AND SPACES—GEOGRAPHY—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
MM40 Be familiar with information about where they live, including their address	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
MM41 Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/ under, inside/outside, next to, beside, up/down, left/right)	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs • Book: Up in the Air • Over, Under, and Through • Inside, Outside, Between • Over, Under, Above, Below • Top, Beside, and Bottom • Position • Right, Left
MM42 Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)	<p>Review letter songs are introduced with a map showing where the country is located and its flag.</p> <ul style="list-style-type: none"> • Sing Around the World songs
MM43 Develop an awareness of the natural environment surrounding them outdoors	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Mountains • Deserts • Oceans • Rainforests
MM44 Begin to understand the relationship between humans and the natural environment	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Pollution Rap; Conservation • Mountains • Deserts • Oceans • Rainforests • Pollution and Recycling

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: WORKING TOGETHER—GOVERNMENT AND COMMUNITIES—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
MM45 Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs	<ul style="list-style-type: none"> • Book: Follow the Apples • See “Parent Portal Resources” at end of document.
MM46 With support begin to develop problem solving skills	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
MM47 Help to create rules	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
MM48 Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
MM49 Perform simple tasks within the home, early childhood group, or community	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. • Soup’s On!
MM50 Participate in group decision making	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
SUB-DOMAIN: MONEY AND RESOURCES—ECONOMICS—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
MM51 Explore the concept of money, including what it is and how it is used	<ul style="list-style-type: none"> • Song: Save Your Pennies • Coin Identification
MM52 Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. • Book: Follow the Apples
MM53 Begin to understand how people make and consume goods and services	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. • Book: Follow the Apples
MM54 Begin to understand wants versus basic necessities	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
DOMAIN: CREATIVE EXPRESSION	
SUB-DOMAIN: MUSIC—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
CE31 Develop awareness of different musical instruments, tones patterns/rhythms and tempos	<p>Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby’s Ballet • Mama’s Melody
CE32 Initiate and recall patterns, songs, rhythms, and rhymes	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.)

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: MUSIC—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO <i>continued</i>:	
CE33 Be exposed to music from other 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)
CE34 Sing a variety of simple songs in various keys	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.)
SUB-DOMAIN: MOVEMENT AND DANCE—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
CE35 Express through movement what is felt and heard in various rhythmic patterns	<ul style="list-style-type: none"> Baby’s Ballet Mama’s Melody
CE36 Demonstrate an awareness of different musical tempos, patterns, and beats through movement	<ul style="list-style-type: none"> Baby’s Ballet Mama’s Melody
CE37 Gain awareness of different cultures through experiences with a variety of music and movement activities	<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)
CE38 Experience and use movement to reinforce learning in other curricular areas	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. <ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: VISUAL ARTS—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
CE39 Show interest using different art media and materials in a variety of ways for creative expression and representation	Waterford encourages everyone to have writing and art materials available for children’s creations. • See “Parent Portal Resources” at end of document.
CE40 Plan and create original drawings, paintings, models, and other art creations using a variety of media	Waterford encourages everyone to have writing and art materials available for children’s creations. • See “Parent Portal Resources” at end of document.
CE41 Share experiences, ideas, and thoughts about artistic creations	Many activities in Waterford offer children choices and encourage them to express their own ideas. Two examples: Color or Make a Scene, to review letter name, shape, and sound, and Create Your Own Environment in the study of environments. • See “Parent Portal Resources” at end of document.
CE42 Use a variety of art materials and activities for sensory experiences	Waterford encourages everyone to have writing and art materials available for children’s creations. • See “Parent Portal Resources” at end of document.
CE43 Express interest in and show respect for the creative work of others	• See “Parent Portal Resources” at end of document.
CE44 Express experiences and feelings through a variety of artistic processes and creations	Waterford encourages everyone to have writing and art materials available for children’s creations. • See “Parent Portal Resources” at end of document.
SUB-DOMAIN: DRAMATIC PLAY—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
CE45 Represent fantasy and real-life experiences through pretend play	<ul style="list-style-type: none"> • Pretend Play • Real and Make-believe • Clubhouse • Marmot Basket
CE46 Show imagination and creativity in play	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot Basket
CE47 Participate in adult-guided dramatic activities	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document. • Papa’s Play
CE48 Engage in cooperative pretend play with another child	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot Basket
DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH	
SUB-DOMAIN: FINE MOTOR—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
PD31 Develop strength, small-motor control, and coordination through daily activities	The daily use of a touch pad or mouse develops dexterity and eye-hand coordination.
PD32 Develop and use eye-hand coordination to perform a variety of tasks	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
PD33 Explore and experiment with a variety of tools	• See “Parent Portal Resources” at end of document.

DELAWARE STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: GROSS MOTOR—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
PD34 Increase strength, balance, coordination, flexibility, stamina, and control in motor activities	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This • See “Parent Portal Resources” at end of document.
PD35 Demonstrate body and space awareness, to move and stop with control over speed and direction	<ul style="list-style-type: none"> • See “Parent Portal Resources” at end of document.
PD36 Develop the ability to coordinate increasingly complex movements	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes • See “Parent Portal Resources” at end of document.
SUB-DOMAIN: HEALTH AWARENESS AND PRACTICE—TO SUPPORT CHILDREN’S PREPARATION FOR KINDERGARTEN, FAMILIES AND PROGRAMS WILL PROVIDE CHILDREN THE OPPORTUNITY TO:	
PD37 Expand knowledge and respect for their bodies	<ul style="list-style-type: none"> • Song: Health • Books: We All Exercise; The Germs • Parts of the Face • Body Parts • Germs • Avoid Germs and Prevent Illness • Exercise and Rest • Healthy Foods • Teeth
PD38 Engage in daily physical activity, both indoors and outdoors	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest
PD39 Learn about and practice health and hygiene routines	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness • Teeth
PD40 Experience and learn about healthy lifestyle practices	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Healthy Foods • Exercise and Rest • Germs • Avoid Germs and Prevent Illness • Teeth
PD41 Learn about and demonstrate safe behaviors and accident prevention	<ul style="list-style-type: none"> • Song: Sun Blues; Storms • Lightning Safety



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

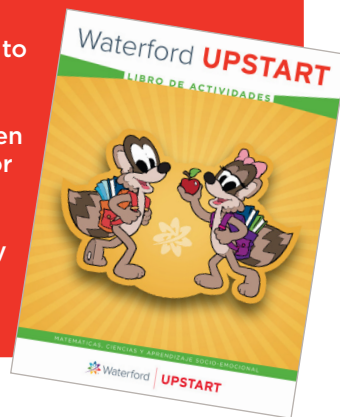
FAMILY ENGAGEMENT RESOURCES

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, Goey 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.