

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*Kentucky's  
Early Childhood  
Standards (2013)*

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<b>ARTS AND HUMANITIES STANDARD 1: PARTICIPATES AND SHOWS INTEREST IN A VARIETY OF VISUAL ART, DANCE, MUSIC, AND DRAMA EXPERIENCES.</b>	
<b>Benchmark 1.1: Develops skills in and appreciation of visual arts.</b>	
Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Observes and responds to artwork produced by other individuals and/or cultures.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
<b>Benchmark 1.2: Develops skills in and appreciation of dance.</b>	
Explores various ways of moving with or without music.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>
Performs simple patterns of dance while exploring with the element of beat.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>
Describes movement after participating in or watching others perform games or songs.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
Responds to dance performance produced by other individuals and/or cultures.	<ul style="list-style-type: none"> <li>• Song: Little Snowball Bush of Mine</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>
<b>Benchmark 1.3: Develops skills in and appreciation of music.</b>	
Explores various forms of musical expression through his/her senses.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
Uses fingerplays and/or songs to experiment with beat and time.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.).	<ul style="list-style-type: none"> <li>• Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India—in English, Cantonese, Portuguese, and Hindi); Wake Up (USA—in Native American language); The Bird's Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)</li> </ul>

KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>Benchmark 1.4: Develops skills in and appreciation of drama.</b>	
Uses a variety of actions or sounds to explore drama.	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul>
Performs simple elements of drama (e.g. audience, actors, stage, etc.).	<ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Attends and responds to drama performed by other individuals and/or cultures.	<ul style="list-style-type: none"> <li>Books: The Three Billy Goats Gruff; Zulu Warrior</li> </ul>
<b>ENGLISH/LANGUAGE ARTS STANDARD 1: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE COMMUNICATION PROCESS.</b>	
<b>Benchmark 1.1: Uses non-verbal communication for a variety of purposes.</b>	
Identifies or chooses object or person by pointing, physically touching or moving toward another.	<ul style="list-style-type: none"> <li>See "Family Engagement Resources" at end of document.</li> </ul>
Uses gestures and/or movements to initiate interactions or to get needs met.	<ul style="list-style-type: none"> <li>See "Family Engagement Resources" at end of document.</li> </ul>
Uses symbols or pictures as representation for oral language.	<ul style="list-style-type: none"> <li>Book: Noise? What Noise?</li> </ul>
<b>Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.</b>	
Initiates communication to have needs met.	<ul style="list-style-type: none"> <li>Find Me!</li> </ul>
Responds meaningfully in conversations and discussions with peers and adults.	Social Emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.
Asks many why, when, and where questions.	<ul style="list-style-type: none"> <li>Sum Up, Five Ws</li> <li>Science Investigation</li> </ul>
Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.	<ul style="list-style-type: none"> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Find Me!</li> <li>Soup's On!</li> <li>Lost Dinosaur</li> <li>Squirrel's Blocks</li> </ul>
Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes.	<ul style="list-style-type: none"> <li>See "Family Engagement Resources" at end of document.</li> </ul>
<b>Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.</b>	
Speaks clearly enough to be understood by most listeners.	Waterford introduces letter sounds with instruction that demonstrates the positions of the lips and tongue to correctly and clearly form sounds. <ul style="list-style-type: none"> <li>Letter Sound Instruction</li> </ul>
Uses simple sentences to express self, but may not always use correct grammar.	<ul style="list-style-type: none"> <li>See "Family Engagement Resources" at end of document.</li> </ul>
Uses more complex sentences, but grammar is still sometimes incorrect.	Social Emotional videos model conversations between various characters with appropriate conversation rules as they communicate in complete sentences.
Uses complex sentences with correct grammar.	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentences</li> <li>Sentence Marks</li> </ul>
Develops increasingly abstract use of language.	<ul style="list-style-type: none"> <li>See "Family Engagement Resources" at end of document.</li> </ul>

KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>ENGLISH/LANGUAGE ARTS STANDARD 2: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE LISTENING AND OBSERVING PROCESSES.</b>	
<b>Benchmark 2.1: Engages in active listening in a variety of situations.</b>	
Attends to adult or peer who is speaking/signing.	Waterford's Social Emotional videos model appropriate conversation rules as characters communicate.
Follows simple directions.	Children interacting with Waterford are constantly listening to input, following directions, and responding with choices.
Gains information through listening experiences.	Activities in Waterford are aural and visual with text shown and individual words highlighted as the narrator reads aloud.
Uses listening to interpret and apply meaning.	<p>Online books in Waterford include bolded vocabulary words. Students learn to click these words in a tutorial to hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>
<b>Benchmark 2.2: Observes to gain information and understanding.</b>	
Uses many senses to explore and interpret the environment.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>
Makes comparisons through every day experiences and play.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Look at Details</li> <li>• Make Comparisons</li> </ul>
Makes predictions concerning everyday experiences and play.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
Draws conclusions from everyday experiences and play.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
<b>ENGLISH/LANGUAGE ARTS STANDARD 3: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE READING PROCESS.</b>	
<b>Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.</b>	
Participates actively in story time.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>
Chooses reading activities.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>
Responds to reading activities with interest and enjoyment.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>

KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.</b>	
Handles books correctly, showing increasing skills in print directionality.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
Understands that print has meaning.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Words Tell About the Pictures</li> </ul>
<b>Benchmark 3.3: Demonstrates knowledge of the alphabet.</b>	
Recognizes some letters of the alphabet.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Letter Sound Instruction</li> </ul>
Recognizes some letters and words in print.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Letter Sound Instruction</li> <li>• What's Your Name?</li> </ul>
Identifies some known letters of the alphabet in familiar and unfamiliar words.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Letter Sound Instruction</li> </ul>
<b>Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.</b>	
Recognizes rhyming words.	<ul style="list-style-type: none"> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>
Recognizes sounds that match.	<ul style="list-style-type: none"> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Make a Scene</li> </ul>
Produces a rhyming word.	<ul style="list-style-type: none"> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>
Discriminates separate syllables in words.	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>

KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness <i>continued</i>.</b>	
Makes some letter-sound connections.	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Make a Scene</li> </ul>
Identifies some beginning sounds.	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Make a Scene</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
<b>Benchmark 3.5: Draws meaning from pictures, print, and text.</b>	
Names features of a picture.	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Picture Clues</li> </ul>
Uses illustrations to tell major events of a story.	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> </ul>
Understands that text has a specific meaning.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Words Tell About the Pictures</li> </ul>
<b>Benchmark 3.6: Tells and retells a story.</b>	
Imitates act of reading in play.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
Acts out main events of a familiar story.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
Uses pictures and illustrations to tell and retell a story.	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> </ul>
Uses prior experience to help make sense of stories.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
Retells a story including many details and draws connections between story events.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> </ul>



KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>ENGLISH/LANGUAGE ARTS STANDARD 4: DEMONSTRATES COMPETENCE IN THE BEGINNING SKILLS AND STRATEGIES OF THE WRITING PROCESS.</b>	
<b>Benchmark 4.1: Understands that the purpose of writing is communication.</b>	
Understands that an oral message can be represented by written language.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Letters Make Words</li> </ul>
Understands there is a way to write that conveys meaning.	<ul style="list-style-type: none"> <li>• Letter Picture Writing</li> <li>• Letters Make Words</li> </ul>
Understands that once an oral message is written it reads the same way every time.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• What's Your Name?</li> <li>• Power Words</li> </ul>
<b>Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.</b>	
Labels pictures or produces simple texts using scribble writing.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>
Labels pictures or produces simple texts using letter-like forms.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>
Uses scribble writing or letter-like forms to represent words or ideas.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>
Writes recognizable letters.	<ul style="list-style-type: none"> <li>• Letter Picture Writing</li> </ul>
Writes familiar words.	<ul style="list-style-type: none"> <li>• Letter Picture Writing</li> <li>• What's Your Name?</li> </ul>
<b>Benchmark 4.3: Explores the physical aspect of writing.</b>	
Uses tools for writing and drawing.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Experiments with grasp when using a variety of writing tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Adjusts body position when writing.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
Adjusts paper position when writing.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
Shows some evidence of directionality (top to bottom, left to right).	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• What's Your Name?</li> </ul>

KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>HEALTH/MENTAL WELLNESS STANDARD 1: DEMONSTRATES HEALTH/METAL WELLNESS IN INDIVIDUAL AND COOPERATIVE SOCIAL ENVIRONMENTS.</b>	
<b>Benchmark 1.1: Demonstrates independent behavior.</b>	
Follows routines independently.	Children follow directions and routines independently as they progress through the Waterford sequence of activities.
Takes care of personal health/safety needs with adult support as needed.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Identifies healthy food choices.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>
Describes self, using several basic characteristics (e.g., first and last name, gender, age, family, talents, skills, etc.).	<ul style="list-style-type: none"> <li>• Books: Mine; Jose Three; Play Ball; Grandpa’s Great Athlete</li> <li>• What’s Your Name?</li> </ul>
Uses materials in a self-directed manner.	<ul style="list-style-type: none"> <li>• Books: My Super Sticky Sandwich; Navajo Beads</li> <li>• Materials</li> </ul>
<b>Benchmark 1.2: Shows social cooperation.</b>	
Plays alongside rather than with other children.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Plays in groups or pairs based on similar interest.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Makes and maintains a friendship with at least one other child.	<ul style="list-style-type: none"> <li>• Marmot Basket</li> </ul>
Participates in everyday classroom activities, may need adult direction.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Works in small group situations with teacher support.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Manages transitions.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Party Time</li> </ul>
Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence.	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.”
Accepts the consequences of one’s own actions.	<ul style="list-style-type: none"> <li>• Broken Lamp</li> <li>• Squirrel’s Blocks</li> <li>• Do I Have To?</li> </ul>
Can identify feelings, likes and dislikes, but may not be able to explain why.	<ul style="list-style-type: none"> <li>• Books: Lumpy Mush; I Hate Peas; Ooey, Goopy Mud; Bad News Shoes</li> <li>• It’s Not Fair!</li> <li>• Lost Dinosaur</li> <li>• Squirrel’s Blocks</li> </ul>
Communicates emotions to peers in an appropriate manner.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>Benchmark 1.3: Applies social problem solving skills.</b>	
Uses simple strategies to appropriately solve problems by self and within a group.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Uses multiple strategies to solve problems.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Provides simple but acceptable reasons for ideas in solving problems.	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."
Asks for help from other sources when solving social and/or cognitive problems.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>Benchmark 1.4: Shows a sense of purpose (future-hopefulness)</b>	
Accepts setbacks without giving up.	Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Attends to task.	Engaging activities in Waterford hold children's attention and build persistence by allowing them to click Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.
Sets short term goals.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
Projects self into the future.	<ul style="list-style-type: none"> <li>• Book: I Can't Wait</li> </ul>
Demonstrates self-confidence through interactions.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Boo Hoo Baby</li> <li>• Squirrel's Sketches</li> <li>• Perfect Present</li> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Soup's On!</li> </ul>
<b>MATH STANDARD 1: DEMONSTRATES GENERAL SKILLS AND USES CONCEPTS OF MATHEMATICS.</b>	
<b>Benchmark 1.1: Demonstrates an understanding of numbers and counting.</b>	
Imitates rote counting using the names of the numbers.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> </ul>
Counts in sequence to 5 and beyond.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> </ul>
Arranges sets of objects in one-to-one correspondence.	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Counting Songs</li> <li>• Order Numbers</li> <li>• Make and Count Groups</li> <li>• Number Instruction</li> <li>• Match Numbers</li> </ul>

KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>Benchmark 1.1: Demonstrates an understanding of numbers and counting <i>continued</i>.</b>	
Understands that a single object is always “one” regardless of size, shape, and/or other attributes.	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Number Match</li> <li>• Make and Count Groups</li> </ul>
Counts concrete objects to 5 and beyond.	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Order Numbers</li> <li>• Make and Count Groups</li> <li>• Number Instruction</li> <li>• Match Numbers</li> </ul>
Uses math language to express quantity in everyday experiences.	<ul style="list-style-type: none"> <li>• Books: Navajo Beads; Half for You and Half for Me; Jump Rope Rhymes; For the Birds; Five Delicious Muffins; I Can’t Wait</li> <li>• Number Books (See titles at end of document.)</li> <li>• Soup’s On!</li> </ul>
Compares concrete quantities to determine which has more.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>
Recognizes that a set of objects remains the same amount if physically rearranged.	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Number Match</li> <li>• Make and Count Groups</li> </ul>
Realizes that the last number counted is the total amount of objects.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> </ul>
Recognizes some numerals and associates number concepts with print materials in a meaningful way.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Books (See titles at end of document.)</li> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• Bug Fun</li> </ul>
Names and writes some numerals:	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Number Books (See titles at end of document.)</li> </ul>
<b>Benchmark 1.2: Recognizes and describes shapes and spatial relationships.</b>	
Recognizes some basic shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
Creates and duplicates shapes.	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>

KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>Benchmark 1.2: Recognizes and describes shapes and spatial relationships <i>continued</i>.</b>	
Completes simple puzzles.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Identifies shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
Recognizes parts of a whole.	<ul style="list-style-type: none"> <li>• Book: Half for You and Half for Me</li> <li>• Equal Part Fractions</li> </ul>
Recognizes the position of objects.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul>
Uses words that indicate directionality, order and position of objects.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> <li>• Right, Left</li> </ul>
<b>Benchmark 1.3: Uses the attributes of objects for comparison and patterning.</b>	
Matches objects.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Look at Details</li> <li>• Make Comparisons</li> <li>• Match</li> </ul>
Sorts objects by one or more attributes.	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Corners and Sides</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>
Describes objects by one or more attributes.	<ul style="list-style-type: none"> <li>• Song: Corners and Sides</li> <li>• Look at Details</li> </ul>
Recognizes, duplicates, and extends simple patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns AB; ABB; ABC</li> <li>• Logic Game</li> </ul>
Creates original patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns AB; ABB; ABC</li> </ul>

KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>Benchmark 1.4: Use nonstandard and/or standard units to measure and describe.</b>	
Compares and orders by size.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>
Uses tools to explore measuring.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Measuring Tools</li> </ul>
Explores, compares, and describes length, weight or volume using nonstandard units.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Nonstandard Units of Length</li> <li>• Make Comparisons</li> </ul>
Explores, compares, and describes length, weight, or volume using standard units.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Capacity</li> <li>• Observe a Simple System</li> </ul>
Shows awareness of simple time concepts.	<ul style="list-style-type: none"> <li>• Book: How Long Is a Minute?</li> <li>• Tell Time</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>
Categorizes and sequences time intervals and uses language associated with time in everyday situations.	<ul style="list-style-type: none"> <li>• Book: How Long Is a Minute?</li> <li>• Tell Time</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> <li>• Observe a Simple System</li> </ul>
<b>PHYSICAL EDUCATION STANDARD 1: DEMONSTRATES BASIC GROSS AND FINE MOTOR DEVELOPMENT.</b>	
<b>Benchmark 1.1: Performs a variety of locomotor skills with control and balance.</b>	
Demonstrates body spatial awareness in relationship to stationary objects.	<ul style="list-style-type: none"> <li>• Song: Get Over the Bugs</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> </ul>
Walks with skill.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Runs with skill.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Climbs, jumps, and/or hops with increased coordination, balance, and control.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Experiments with galloping and skipping.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Uses quick stops or changes in direction to avoid contact with moving objects or other people.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>

KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.</b>	
Executes movements that require a stable base.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>Benchmark 1.3: Combines a sequence of several motor skills with control and balance.</b>	
Walks up and down stairs with alternating steps.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Explores a variety of movements.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
<b>Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.</b>	
Explores and manipulates objects in a variety of ways.	The use of Waterford requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
Uses tools appropriately.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Exhibits increasing strength and control.	The daily use of a touch pad or mouse develops strength and hand-eye coordination for control.
Performs tasks using more refined and dexterous motions.	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
<b>SCIENCE STANDARD 1: DEMONSTRATES SCIENTIFIC WAYS OF THINKING AND WORKING (WITH WONDER AND CURIOSITY)</b>	
<b>Benchmark 1.1: Explores features of environment through manipulation.</b>	
Uses all five senses to examine objects with attention to detail.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>
Describes objects in the environment using properties of objects.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>
Describes objects in terms of similarities or differences.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Look at Details</li> <li>• Make Comparisons</li> <li>• Match</li> <li>• Similar Figures</li> </ul>

KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>Benchmark 1.2: Investigates simple scientific concepts.</b>	
Asks simple scientific questions.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
Observes and/or manipulates objects and events to answer simple scientific questions.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
Identifies objects that influence or affect other objects.	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Conservation</li> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• Sun</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Solid and Liquid</li> <li>• Magnets</li> </ul>
<b>Benchmark 1.3: Uses a variety of tools to explore the environment.</b>	
Uses non-standard tools to explore the environment.	<ul style="list-style-type: none"> <li>• Length</li> <li>• Weight</li> <li>• Capacity</li> </ul>
Uses standard tools to explore the environment.	<ul style="list-style-type: none"> <li>• Capacity</li> <li>• Magnet</li> <li>• Science Tools</li> </ul>
<b>Benchmark 1.4: Collects, describes, and/or records information through a variety of means.</b>	
Collects items with similar properties.	<ul style="list-style-type: none"> <li>• Book: Buttons, Buttons</li> <li>• Rocks</li> <li>• Magnets</li> </ul>
Describes objects in terms of its properties.	<ul style="list-style-type: none"> <li>• Song: Solid or Liquid</li> <li>• Solid and Liquid</li> <li>• Materials</li> </ul>
Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc.	<ul style="list-style-type: none"> <li>• Song: Graphing</li> <li>• Calendar/Graph Weather</li> <li>• Graphs</li> <li>• Observe a Simple System</li> </ul>
<b>Benchmark 1.5: Makes and verifies predictions based on past experiences.</b>	
Asks questions and/or uses other resources to confirm observations.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
Makes reasonable explanations using resources, experiments, etc. independently.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
Draws conclusions based on proved/disproved prediction.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Book: I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>



KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>SOCIAL STUDIES STANDARD 1: DEMONSTRATES BASIC UNDERSTANDING OF THE WORLD IN WHICH HE/SHE LIVES.</b>	
<b>Benchmark 1.1: Differentiates between events that happen in the past, present, and future.</b>	
Recognizes the beginning and end of an event.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Recalls information about the immediate past.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Develops awareness that events occurred before the child’s birth.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Mathematician Like Pythagoras; I Want to Be a Scientist Like George Washington Carver; Jose Three; The Brothers</li> </ul>
Describes or represents a limited series of events in the correct sequence.	<ul style="list-style-type: none"> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> </ul>
Experiments with general terms related to the elements of time.	<ul style="list-style-type: none"> <li>• Book: How Long Is a Minute?</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>
Makes predictions about what may occur.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> </ul>
<b>Benchmark 1.2: Uses environmental clues and tools to understand surroundings.</b>	
Distinguishes through demonstration and/or description characteristics of the physical environment.	<ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Book: Where In the World Would You Go Today?</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Rainforests</li> <li>• Create Your Own Environment</li> </ul>
Distinguishes different environments by the people or signs that are a part of that environment.	<ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Book: Where In the World Would You Go Today?</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Rainforests</li> <li>• Create Your Own Environment</li> </ul>
Recognizes and uses a variety of objects and materials that represent the environment.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc.	Each song in the Sing Around the World series begins with a map showing the location of the country.
<b>Benchmark 1.3: Shows an awareness of fundamental economic concepts.</b>	
Recognizes the relationship between supply and demand.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Recognizes and uses objects for barter or trade.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Recognizes the use of money as a means of exchange.	<ul style="list-style-type: none"> <li>• Books: Bugs For Sale; The Germs</li> </ul>

KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>Benchmark 1.4: Recognizes and/or follows rules within the home, school, and community.</b>	
Identifies examples of authority.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Soup's On!</li> <li>• Perfect Present</li> <li>• Party Time</li> <li>• The Picnic</li> <li>• Dinner Time</li> </ul>
Follows routines with little supervision.	Children follow routines independently as they progress through the Waterford sequence of activities.
Recognizes there are different rules for different places.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
Understands there are consequences for actions.	<ul style="list-style-type: none"> <li>• Broken Lamp</li> <li>• Dinner Time</li> <li>• The Picnic</li> <li>• Broken Vase</li> </ul>
Follows rules applicable to the situation with little supervision.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.</b>	
Recognizes the roles within his/her home.	<ul style="list-style-type: none"> <li>• My Name Is Squirrel</li> <li>• My Family</li> <li>• Dinner Time</li> <li>• The Picnic</li> <li>• Soup's On!</li> <li>• Do I Have To?</li> </ul>
Knows place in family structure.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Baby's Ball</li> </ul>
Uses familiar relationships to make sense of the world.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Boo Hoo Baby</li> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Soup's On!</li> </ul>
<b>Benchmark 1.6 Knows that diversity exists in the world.</b>	
Describes self and/or compares own descriptions with others' descriptions.	<ul style="list-style-type: none"> <li>• Books: Mine; Jose Three; Grandpa's Great Athlete</li> </ul>
Identifies and recognizes gender.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)

KENTUCKY STANDARDS	WATERFORD RESOURCES
<b>Benchmark 1.6 Knows that diversity exists in the world <i>continued</i>.</b>	
Recognizes that people differ in language, dress, food, etc.	<ul style="list-style-type: none"> <li>• Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India—in English, Cantonese, Portuguese, and Hindi); Wake Up (USA—in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)</li> <li>• Books: Noise? What Noise?; Seeing Fingers; In the Rain</li> </ul>
Recognizes and identifies differences in personal characteristics and family makeup.	<ul style="list-style-type: none"> <li>• Books: Mine; Jose Three</li> <li>• My Family</li> </ul>
Recognizes that different people have different roles and jobs in the community.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Recognizes and accepts similarities and differences.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.



**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

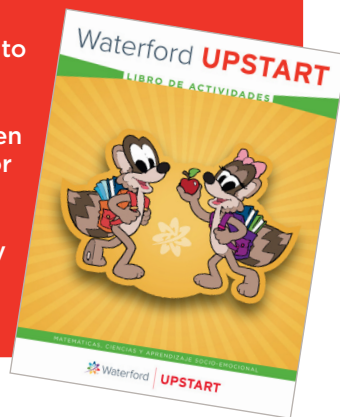
## FAMILY ENGAGEMENT RESOURCES

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.