

CURRICULUM *Correlation*

*Waterford
UPSTART*

97%

*Early Childhood
Standards of
Quality for
Prekindergarten
2013*

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MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
APPROACHES TO LEARNING	
HABITS OF MIND	
1. Early Learning Expectation: Creativity-Imagination-Visualization. Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.	
1. Can be playful with peers and adults.	<ul style="list-style-type: none"> • Find Me! • Where's Papa? • Clubhouse
2. Make connections with situations or events, people or stories.	<ul style="list-style-type: none"> • Marmot Basket • Party Time • Soup's On! • Connect to Me • Step Into the Story
3. Create new images or express ideas.	Waterford encourages everyone to have writing and art materials available for children's creations.
4. Propose or explore possibilities to suggest what an object or idea might be 'otherwise.'	<ul style="list-style-type: none"> • Soup's On • Perfect Present
5. Expand current knowledge onto a new solution, new thinking or new concept.	<ul style="list-style-type: none"> • Build Knowledge • Science Investigation
6. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	<ul style="list-style-type: none"> • Squirrel's Sketches • Mama's Melody
7. Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	<ul style="list-style-type: none"> • Science Investigation
2. Early Learning Expectation: Initiative-Engagement-Persistence-Attentiveness. Children demonstrate the quality of showing interest in learning; pursue learning independently.	
1. Initiate 'shared thinking' with peers and adults.	<ul style="list-style-type: none"> • Lost Dinosaur • The Picnic • Dinner Time
2. Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.	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.
3. Demonstrate increasing ability to set goals and to develop and follow through on plans.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately.
4. Show growing capacity to maintain concentration in spite of distractions and interruptions	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
5. Explore, experiment and ask questions freely.	<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

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3. Early Learning Expectation: Curiosity-Inquiry-Questioning-Tinkering-Risk Taking. Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).	
1. Express a ‘sense of wonder.’	<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 • Observe a Simple System
2. Choose to take opportunities to explore, investigate or question in any domain.	<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
3. Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs).	<ul style="list-style-type: none"> • Simple Shapes
4. Early Learning Expectation: Resilience-Optimism-Confidence. Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one’s ability to realize a goal.	
1. Manage reasonable frustration.	Waterford’s Social Emotional series “I Can Calm Down” encourages children to “Stop, Think, and Choose.” Video characters talk through their thought process as they model strategies to show children how to manage frustration.
2. Meet new and varied tasks with energy, creativity and interest.	<ul style="list-style-type: none"> • Soup’s On! • Perfect Present • Party Time • The Picnic • Dinner Time
3. Explore and ask questions.	<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 • Observe a Simple System
4. Begin to organize projects or play; make and carryout plans.	<ul style="list-style-type: none"> • The Picnic
5. Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Real and Make-believe
6. Begin to set aside fear of failure when self-initiating new tasks.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Perfect Present • Boo Hoo Baby • Baby’s Ball

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5. Early Learning Expectation: Reasoning-Problem Solving-Reflection. Children demonstrate a growing capacity to make meaning, using one’s habits of mind to find a solution or figure something out.	
1. Begin to hypothesize or make inferences.	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Step Into the Story
2. Show an increasing ability to ask questions appropriate to the circumstance.	<ul style="list-style-type: none"> • Science Investigation
3. Show an increasing ability to predict outcomes by checking out and evaluating their predictions.	<ul style="list-style-type: none"> • Peek at the Story
4. Attempt a variety of ways of solving problems	<p>Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p> <ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Squirrel’s Blocks
5. Demonstrate enjoyment in solving problems.	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Perfect Present • Baby’s Blocks
6. Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Science Investigation
7. Share through words or actions the acquisition of increasingly complex concepts.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures
8. Show an increasing ability to observe detail and attributes of objects, activities, and processes.	<ul style="list-style-type: none"> • Look at Details • Make Comparisons • Observe a Simple System
SOCIAL DISPOSITIONS	
6. Early Learning Expectation: Participation-Cooperation-Play-Networking-Contribution. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.	
1. Learn from and through relationships and interactions.	<ul style="list-style-type: none"> • Soup’s On • Marmot Basket
2. Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.	<ul style="list-style-type: none"> • Pretend Play • Where’s Papa? • Find Me!
3. Begin to develop and practice the use of problem-solving and conflict resolution skills.	<p>Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>
4. Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p>
5. Show an increasing capacity to consider or take into account another’s perspective.	<ul style="list-style-type: none"> • Broken Lamp • Noisy Children

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<p>6. Early Learning Expectation: Participation-Cooperation-Play-Networking-Contribution. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate <i>continued</i>.</p>	
<p>6. Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement.</p>	<ul style="list-style-type: none"> • Marmot Basket
<p>7. Contribute individual strengths, imagination or interests to a group.</p>	<ul style="list-style-type: none"> • Perfect Present • Musical Mayhem • Party Time
<p>8. Successfully develop and keep friendships.</p>	<ul style="list-style-type: none"> • Clubhouse
<p>9. Participate successfully as group members.</p>	<ul style="list-style-type: none"> • Marmot Basket • Party Time • Soup's On!
<p>10. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms and communities.</p>	<ul style="list-style-type: none"> • My Family • Come Inside
<p>7. Early Learning Expectation: Respect for Self and Others—Mental and Behavioral Health. Children exhibit a growing regard for one's mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.</p>	
<p>1. Show increasing respect for the rights of others.</p>	<p>Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.</p>
<p>2. Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group.</p>	<ul style="list-style-type: none"> • Clubhouse • Musical Mayhem • Marmot Basket
<p>3. Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.</p>	<ul style="list-style-type: none"> • Lost and Found • Do I Have To? • It's Not Fair! • Lost Dinosaur • Squirrel's Blocks
<p>4. Use positive communication and behaviors (do not mock, belittle, or exclude others).</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Musical Mayhem
<p>5. Resolve (or attempt to resolve) conflicts respectfully.</p>	<p>Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p>
<p>6. Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone.</p>	<ul style="list-style-type: none"> • Squirrel's Sketches • Perfect Present
<p>7. Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.</p>	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby's Ball • Papa's Thumb
<p>8. Can resist and effectively respond to inappropriate peer pressure (as age appropriate).</p>	<p>Waterford's Social Emotional videos model problem-solving strategies that include methods as well as seeking adult help.</p>

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7. Early Learning Expectation: Respect for Self and Others—Mental and Behavioral Health. Children exhibit a growing regard for one’s mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy <i>continued</i> .	
9. Demonstrate positive feelings about their own gender, family, race, culture and language.	<ul style="list-style-type: none"> • Books: Mine; Jose Three; Tortillas, Tortillas; Family Vacation; My Super Sticky Sandwich • Clubhouse • Come Inside • My Family
10. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	<ul style="list-style-type: none"> • Soup’s On! • Perfect Present • Squirrel’s Sketches • Dinner Time • The Picnic • Squirrel’s Blocks
11. Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.	<ul style="list-style-type: none"> • Perfect Present • Squirrel’s Blocks • The Picnic
8. Early Learning Expectation: Responsibility-Ethical Actions. Children are becoming accountable or reliable for their actions to self and others.	
1. Contribute to the community (classroom, school, neighborhood) as age appropriate.	<ul style="list-style-type: none"> • Clubhouse • Picnic
2. Grow in understanding of the need for rules and boundaries in their learning and social environments.	<ul style="list-style-type: none"> • Broken Lamp • Do I Have To? • Dinner Time
3. Show an increasing ability to follow simple, clear and consistent directions and rules.	<ul style="list-style-type: none"> • Soup’s On • Do I Have To?
4. Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.	<ul style="list-style-type: none"> • Noisy Children • Broken Lamp
5. Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate.	<ul style="list-style-type: none"> • Song: Pollution Rap • Boo Hoo Baby • Pollution and Recycling
6. Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation; I Am Part of All I See • Pollution and Recycling • Care of Water • Care of Earth • Clubhouse
7. Use materials purposefully, safely and respectfully more of the time.	Waterford’s Social Emotional videos model positive, pro-social behaviors as children learn to care for the property of others as well as their own.
8. Respect the property of others and that of the community.	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.

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
CREATIVE DEVELOPMENT	
CREATIVE ARTS	
1. Early Learning Expectation: Visual Arts. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.	
1. Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
2. Begin to plan and carry out projects and activities with increasing persistence.	<ul style="list-style-type: none"> • Perfect Present
3. Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
4. Create representations that contain increasing detail.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
2. Early Learning Expectation: Instrumental and Vocal Music. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.	
1. Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.)
2. Begin to understand that music comes in a variety of musical styles.	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.
3. Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
4. Become more familiar with and experiment with a variety of musical instruments.	<ul style="list-style-type: none"> • Mama's Melody
3. Early Learning Expectation: Movement and Dance. Children show how they feel, what they think, and what they are learning through movement and dance experiences.	
1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody
2. Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody
3. Begin to identify and create movement in place and through space.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody

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4. Early Learning Expectation: Dramatic Play. Children show how they feel, what they think, and what they are learning through dramatic play.	
1. Grow in the ability to pretend and to use objects as symbols for other things.	<ul style="list-style-type: none"> • Perfect Present • Real and Make-believe • Soup’s On!
2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings.	<ul style="list-style-type: none"> • Papa’s Play
3. Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).	<ul style="list-style-type: none"> • Papa’s Play
4. Contribute ideas and offer suggestions to build the dramatic play theme.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
5. Begin to differentiate between fantasy and reality.	<ul style="list-style-type: none"> • Real and Make-believe
5. Early Learning Expectation: Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives.	
1. Develop healthy self-concepts through creative arts experiences.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody
2. Show eagerness and pleasure when approaching learning through the creative arts.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
3. Show growing satisfaction with their own creative work and growing respect for the creative work of others.	<ul style="list-style-type: none"> • Squirrel’s Sketches
4. Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.)
5. Are comfortable sharing their ideas and work with others.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody
6. Use the creative arts to express their view of the world.	<ul style="list-style-type: none"> • Squirrel’s Sketches
7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Read with Me Books • Sing a Rhyme Songs/Books • (See tiles at end of document.)

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
5. Early Learning Expectation: Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives <i>continued</i> .	
8. Begin to appreciate their artistic heritage and that of 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)
9. Can talk about their creations with peers and adults.	<ul style="list-style-type: none"> Squirrel’s Sketches Mama’s Melody Party Time
10. Begin to develop creative arts vocabulary.	<ul style="list-style-type: none"> Squirrel’s Sketches
LANGUAGE AND EARLY LITERACY DEVELOPMENT	
1. Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.	
<i>A. In comprehension strategies:</i>	
1. Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.)
2. Enlarge their vocabularies both with words from conversation and instructional materials and activities.	Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and then a definition with an illustration in a pop-up.
3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).	<ul style="list-style-type: none"> Connect to Me Build Knowledge Peek at the Story
4. Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time ... ”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Decodable Books (See titles at end of document.)

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
<i>A. In comprehension strategies continued:</i>	
5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).	Waterford provides a Play and Practice opportunity for children to select the books they enjoy along with songs and games to review reading concepts. <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)
<i>B. In print and alphabetic knowledge:</i>	
1. Show progress in identifying and associating letters with their names and sounds.	<ul style="list-style-type: none"> • Letter Pictures • Distinguish Letters • ABC Songs • Name That Letter • Hidden Pictures • Fast Letter Fun • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound • What’s Your Name?
2. Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.	<ul style="list-style-type: none"> • What’s Your Name?
3. Participate in play activities with sounds (e.g., rhyming games, finger plays).	<ul style="list-style-type: none"> • Song: Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match
<i>C. In concepts about reading:</i>	
1. Understand that ideas can be written and then read by others.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures
2. Understand print and book handling concepts including directionality, title, etc.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The lessons highlight text for the learner which helps show the sequence of print. 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. <ul style="list-style-type: none"> • Print Concepts • Print Directionality
3. Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).	<ul style="list-style-type: none"> • Print Directionality Introduction • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Real and Make-believe

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
<i>C. In concepts about reading continued:</i>	
4. Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).	<ul style="list-style-type: none"> • Print Concepts • Print Directionality Introduction • Letters Make Words • Words Tell About the Pictures
5. Develop an understanding of the roles of authors and illustrators.	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.
2. Early Learning Expectation: Writing Skills. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.	
1. Begin to understand that their ideas can be written and then read by themselves or others.	<ul style="list-style-type: none"> • Letters Make Words • Words Tell About the Pictures • Print Concepts • Look, Listen, and Match • Picture Story
2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing • Distinguish Letters (Alphabet Introduction) • Letters Make Words
3. Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).	<ul style="list-style-type: none"> • Print Directionality Introduction • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
4. Represent their own or imaginary experiences through writing (with/ without illustrations).	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing • Distinguish Letters (Alphabet Introduction) • Letters Make Words
5. Begin to write familiar words such as their own name.	<ul style="list-style-type: none"> • Letter Picture Writing • What's Your Name?
6. Attempt to read or pretend to read what they have written to friends, family members, and others.	Waterford encourages everyone to have writing and art materials available for children's creations.
7. Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).	Waterford encourages everyone to have writing and art materials available for children's creations.
8. Develop greater control over the physical skills needed to write letters and numbers.	Waterford encourages everyone to have writing and art materials available for children's creations. Children also must practice writing letters and numbers.

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
3. Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.	
1. Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair! • Lost Dinosaur • The Picnic
2. Show increasing comfort and confidence when speaking.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair! • Lost Dinosaur • The Picnic
3. Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match
4. Continue to develop vocabulary by using words learned from stories and other sources in conversations.	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Vocab Instruction
5. Speak in increasingly more complex combinations of words and in sentences.	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Vocab Instruction
6. Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).	Social Emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.
7. Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).	<ul style="list-style-type: none"> • Perfect Present
8. Use nonverbal expressions and gestures to match and reinforce spoken expression.	<ul style="list-style-type: none"> • Find Me! • It's Not Fair! • Do I Have To? • Lost and Found • Clubhouse
9. Show progress in speaking both their home language and English (if non-English-speaking children).	Waterford provides Native Language Support. When this feature is enabled and the student clicks Repeat, they hear the instructions again in their native language followed in English. ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.
10. If appropriate, show progress in learning alternative communication strategies such as sign language.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
4. Early Learning Expectation: Spoken Language: Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them.	
1. Gain information from listening (e.g., to conversations, stories, songs, poems).	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately. If needed, the software will provide support and visual cues.
2. Show progress in listening to and following spoken directions.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
3. Show progress in listening attentively, avoiding interrupting others, learning to be respectful.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
4. Respond with understanding to speech directed at them.	Students continually follow instructions in order to complete activities in Waterford. Activities are interactive, requiring the student to listen carefully and respond promptly.
5. Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
6. Understand and respond appropriately to non-verbal expressions and gestures.	<ul style="list-style-type: none"> • Find Me! • It's Not Fair! • Do I Have To? • Lost and Found • Clubhouse
7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children).	Waterford provides Native Language Support. When this feature enabled and the student clicks Repeat, they hear the instructions again in their native language followed in English. ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.
5. Early Learning Expectation: Viewing Images and Other Media Materials. Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.	
1. View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.)
2. Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).	<ul style="list-style-type: none"> • Peek at the Story • Connect to Me • Build Knowledge
3. Begin to compare information across sources and discriminate between fantasy and reality.	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Reality and Fantasy

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
6. Early Learning Expectation: Positive Attitudes about Literacy. Children develop positive attitudes about themselves as literate beings—as readers, writers, speakers, viewers, and listeners.	
1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) • Dots, Lines, and Circles • Letter Picture Writing
2. Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.)
3. Make connections with situations or events, people or stories.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Describe Characters
4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	<ul style="list-style-type: none"> • Perfect Present • Soup's On!
5. Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	<ul style="list-style-type: none"> • Build Knowledge • Science Investigation • Informational Books (See titles at end of document.)
7. Early Learning Expectation: Diversity of Communication. Children begin to understand that communication is diverse and that people communicate in a variety of ways.	
1. Understand that some people communicate in different languages and other forms of English.	<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) • Book: Noise, What Noise?
2. Become aware of the value of the language used in their homes.	<ul style="list-style-type: none"> • Book: Noise? What Noise?
3. Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).	<ul style="list-style-type: none"> • Books: Seeing Fingers; Noise? What Noise?
4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.	<ul style="list-style-type: none"> • Book: Noise? What Noise?

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
DUAL LANGUAGE LEARNING	
1. Early Learning Expectation: Receptive English Language Skills. Children demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level.	
1. Observe peers and adults with increasing attention to understand language and intent.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
2. Respond with non-verbal actions and basic English words or phrases to communicate.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
3. Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.	Many Waterford online books begin with the phrase, "Let's read a book!" and end with "Thanks for reading this book. Good-bye." Student sessions end with the phrase, "Your turn is finished. You've done a good job."
4. Increase understanding of multiple meanings of words.	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Vocab Instruction
5. Exhibit a growing vocabulary of basic and high-frequency words.	<ul style="list-style-type: none"> • Power Words • Build Knowledge • Connect to Me • Vocab Instruction
6. Demonstrate a beginning of phonological awareness and phonics.	<ul style="list-style-type: none"> • Get Started with Sounds • Letter Sounds • Sound Sense • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound
2. Early Learning Expectation: Expressive English Language Skills. Children demonstrate an increasing ability to speak or use English at an appropriate developmental level.	
1. Express basic needs using common words or phrases in English.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • Lost Dinosaur • The Picnic
2. Participate with peers and adults in simple exchanges in English.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
3. As age appropriate, attempt to use longer sentences or phrases in English.	Social Emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.
4. Continue to use and build home language as needed to build understanding of words and concepts in second language.	Waterford provides Native Language Support. When this feature enabled and the student clicks Repeat, they hear the instructions again in their native language followed in English. ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
3. Early Learning Expectation: Engagement in English Literacy Activities. Children demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities.	
1. Demonstrate increasing attention to stories and book reading.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)
2. Name or recall characters in stories.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Describe Characters • Sum Up, Five Ws
3. Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase.	<ul style="list-style-type: none"> • Picture Story • Missing Pictures • What Comes Next? • Find an Answer
4. Begin to talk about books, stories, make predictions or take a guess about the book.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Peek at the Story
4. Early Learning Expectation: Engagement in Writing. Children demonstrate an increasing ability to write words or engage in early stages of writing in English.	
<i>Alphabet</i>	
1. Engage in early drawing or emergent writing attempts.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
2. Copy letters of the English alphabet as age appropriate.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing • What's Your Name?
<i>Words</i>	
3. Write or copying important words (name, friends, and family).	<ul style="list-style-type: none"> • Letter Picture Writing • What's Your Name?
4. Write name using a capital letter at the beginning.	<ul style="list-style-type: none"> • What's Your Name?
5. Copy words or labels from integrated learning (math, science, arts) experiences.	<ul style="list-style-type: none"> • Letter Picture Writing
6. Use drawing and emergent writing together.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
5. Early Learning Expectation: Social Interaction. Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.	
1. Demonstrate and also accept positive verbal and non-verbal interactions from peers.	<ul style="list-style-type: none"> • Marmot Basket
<i>In English:</i>	
2. Engage with the teacher and others in a positive manner.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
3. Communicate emotions appropriately and beginning to label feelings.	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Lost and Found • Lost Dinosaur • Squirrel’s Blocks • Where’s Papa?
4. Show both verbal and non-verbal attempts to participate with peers.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
<i>In the First Language:</i>	
5. Write, draw and talk about family and cultural traditions (songs, food, celebrations, etc.).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
6. Demonstrate pride and recognition of first language.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
7. Build skills in first language.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
TECHNOLOGY LITERACY—EARLY LEARNING IN TECHNOLOGY	
1. Early Learning Expectation: Creativity and Innovation. Children use a variety of developmentally appropriate digital tools to learn and create.	
1. Can describe and creatively use a variety of technological tools independently or with peer or adult help.	Children select the Waterford icon to begin their session. <ul style="list-style-type: none"> • Observe a Simple System
2. Understand that technology tools can be used throughout the day.	Children select the Waterford icon to begin their session. While interacting with Waterford courseware, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
3. Understand that different technology tools have different uses, including communicating feelings and ideas.	Children select the Waterford icon to begin their session.
2. Early Learning Expectation: Communication and Collaboration. Children work together when using developmentally appropriate digital tools.	
1. Respond to other children’s technology products vocally or within the technology tool.	
2. Work with one or more other children to plan and create a product with a technology tool.	

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
3. Early Learning Expectation: Research and Information Literacy. With adult support and supervision, children interact with developmentally appropriate Internet based resources. With adult support, children use developmentally appropriate digital resources to locate and use information relating to a topic under study.	
1. Begin to be able to navigate developmentally appropriate websites.	Children select the Waterford icon to begin their session.
2. Understand that the internet can be used to locate information as well as for entertainment.	<ul style="list-style-type: none"> • Print Directionality Introduction
3. Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task).	<ul style="list-style-type: none"> • Observe a Simple System • Calendar/Graph Weather
4. Early Learning Expectation: Critical Thinking, Problem Solving, and Decision Making. Children can explain some ways that technology can be used to solve problems.	
1. Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools.	<ul style="list-style-type: none"> • Observe a Simple System • Calendar/Graph Weather • Print Directionality Introduction
2. When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
5. Early Learning Expectation: Digital Citizenship. Children begin to understand how technology can be used appropriately or inappropriately.	
1. Begin to state and follow rules for safe use of the computer and other technology tools.	
2. Begin to understand how technology can be used inappropriately (e.g., using another’s cell phone without permission, using the Internet without supervision).	
3. Identify the Michigan Cyber Safety Initiative’s three rules (Keep Safe, Keep Away, Keep Telling).	
4. Identify personal information that should not be shared on the Internet or the phone (e.g., name, address, phone).	
5. Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates discomfort.	

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
6. Early Learning Expectation: Technology Operations and Concepts. Children begin to learn to use and talk about technology tools appropriately.	
1. Can follow simple directions to use common technology tools.	While interacting with Waterford courseware, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
2. Recognize and name the major parts of a computer and other devices.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).
3. Understand the need for and demonstrate basic care for technology equipment.	While interacting with Waterford, children learn to use and care for digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).
4. Use adaptive devices to operate a software program as necessary.	
SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT	
SOCIAL AND EMOTIONAL DEVELOPMENT AND HEALTH	
1. Early Learning Expectation: Understanding of Self. Children develop and exhibit a healthy sense of self.	
1. Show an emerging sense of self-awareness.	<ul style="list-style-type: none"> • Clubhouse • Come Inside
2. Continue to develop personal preferences.	<ul style="list-style-type: none"> • Books: Ooey, Gooney Mud; I Hate Peas; Lumpy Mush • Squirrel's Sketches • Soup's On! • Party Time • Perfect Present
3. Demonstrate growing confidence in expressing their feelings, needs and opinions.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair • Soup's On! • Lost and Found • Lost Dinosaur • Squirrel's Blocks
4. Become increasingly more independent.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
5. Recognize and have positive feelings about their own gender, family, race, culture and language.	<ul style="list-style-type: none"> • Books: Mine; Jose Three • Soup's On! • Party Time • Perfect Present • My Family • Dinner Time • The Picnic
6. Identify a variety of feelings and moods (in themselves and others).	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair • Lost and Found • Lost Dinosaur • Squirrel's Blocks • The Picnic • Lost Keys • Boo Hoo Baby • Noisy Children

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
2. Early Learning Expectation: Expressing Emotions. Children show increasing ability to regulate how they express their emotions.	
1. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	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.”
2. Grow in their ability to follow simple, clear, and consistent directions and rules.	Children follow routines independently as they progress through the Waterford sequence of activities. Students continually follow directions in order to complete activities that are interactive, requiring them to listen carefully and respond promptly. <ul style="list-style-type: none"> • Soup’s On
3. Use materials purposefully, safely, and respectfully more and more of the time.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to care for the property of others as well as their own.
4. Begin to know when and how to seek help from an adult or peer.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
5. Manage transitions and follow routines most of the time.	<ul style="list-style-type: none"> • Soup’s On!
6. Can adapt to different environments.	<ul style="list-style-type: none"> • Marmot Basket • Soup’s On • The Picnic
3. Early Learning Expectation: Relationships with Others. Children develop healthy relationships with other children and adults.	
1. Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Find Me! • Where’s Papa?
2. Begin to develop and practice the use of problem-solving and conflict resolution skills.	<ul style="list-style-type: none"> • Do I Have to? • It’s Not Fair! • Boo Hoo Baby • Baby’s Blocks • Musical Mayhem • Marmot Basket
3. Recognize similarities and differences in people (gender, family, race, culture, language).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
4. Increase their capacity to take another’s perspective.	<ul style="list-style-type: none"> • Party Time • Perfect Present • Papa’s Thumb • Noisy Children • Broken Lamp
5. Show increasing respect for the rights of others.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect the rights of others as well as their own.

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
3. Early Learning Expectation: Relationships with Others. Children develop healthy relationships with other children and adults <i>continued</i> .	
6. Show progress in developing and keeping friendships.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
7. Participate successfully as a group member.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.	<ul style="list-style-type: none"> • Books: Mine; Jose Three • My Family • Clubhouse
PHYSICAL DEVELOPMENT	
4. Early Learning Expectation: Body Control and Activity. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.	
1. Begin to recognize and learn the names of body parts.	<ul style="list-style-type: none"> • Song: I Touch My Nose Like This • Body Parts • Parts of the Face
2. Begin to understand spatial awareness for themselves, others, and their environment.	<ul style="list-style-type: none"> • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last
3. Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest
4. Increasingly develops greater self-awareness; identifies his or her own interest and strengths.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody
5. Early Learning Expectation: Gross Motor Development. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.	
1. Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
2. Show their ability to use different body parts in a rhythmic pattern.	<ul style="list-style-type: none"> • Songs: I Touch My Nose Like This; Head, Shoulders, Knees, and Toes • Body Parts • Parts of the Face
3. Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
4. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a ‘leader’ in a game).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
6. Early Learning Expectation: Fine Motor Development. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.	
1. Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).	The daily use of a touch pad or mouse develops hand-eye coordination.
2. Use fine motor skills they are learning in daily activities (e.g., dressing themselves).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
7. Early Learning Expectation: Positive Activity. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.	
1. Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
2. Take pride in their own abilities and increase self-motivation.	<ul style="list-style-type: none"> • Clubhouse • Squirrel’s Sketches
3. Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.	<ul style="list-style-type: none"> • Marmot Basket
4. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
HEALTH, SAFETY AND NUTRITION	
8. Early Learning Expectation: Healthy Eating. Children become aware of and begin to develop nutritional habits that contribute to good health.	
1. Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.	<ul style="list-style-type: none"> • Song: Health • Healthy Food
2. Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
3. Use age/developmentally-appropriate eating utensils safely and correctly.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
4. Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.	

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
9. Early Learning Expectation: Healthy Choices. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.	
1. Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.	<ul style="list-style-type: none"> • Teeth • Book: The Germs • Germs • Avoid Germs and Prevent Illness
2. Grow in understanding of the importance of good health and its relationship to physical activity.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Healthy Food • Exercise and Rest
3. Talk about ways to prevent spreading germs and diseases to other people.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness
4. Develop an understanding of basic oral hygiene.	<ul style="list-style-type: none"> • Teeth
5. Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods).	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs
6. Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
7. Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
10. Early Learning Expectation: Personal Safety. Children recognize that they have a role in preventing accidents or potential emergencies.	
1. Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
2. Identify persons to whom they can turn for help in an emergency situation.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
3. Begin to know important facts about themselves (e.g., address, phone number, parent’s name).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
4. Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say ‘No’ to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).	

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
10. Early Learning Expectation: Personal Safety. Children recognize that they have a role in preventing accidents or potential emergencies <i>continued.</i>	
5. Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other’s blood and vomit).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
6. Begin to try new activities with ‘just manageable’ risk (e.g., riding a tricycle, climbing safely, jumping, exploring).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	<ul style="list-style-type: none"> • Squirrel’s Blocks • Lost Dinosaur • Broken Lamp
EARLY LEARNING IN MATHEMATICS	
1. Early Learning Expectation: Math Practices. Children begin to develop processes and strategies for solving mathematical problems.	
1. Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).	<ul style="list-style-type: none"> • Counting Songs • Number Counting • One-to-One Correspondence
2. Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • One-to-One Correspondence
3. Begin to develop and use various approaches to problem solving based upon their trial and error experiences.	<ul style="list-style-type: none"> • One-to-One Correspondence • Make and Count Groups • Act Out Addition • Act Out Subtraction
4. Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Make and Count Groups • One-to-one Correspondence • Act Out Addition • Act Out Subtraction
5. Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Length • Capacity

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
2. Early Learning Expectation: Mathematical Literacy. Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).	
1. Participate regularly in informal conversations about mathematical concepts and number relationships.	<ul style="list-style-type: none"> • One-One Correspondence • Number Instruction • Make and Count Groups • Act Out Addition • Act Out Subtraction
2. Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.	<ul style="list-style-type: none"> • Number Books • Number Instruction • Make and Count Groups
3. Begin to use symbols to represent real objects and quantities.	<ul style="list-style-type: none"> • Number Books • Number Instruction • Match Numbers • Make and Count Groups
4. Make progress from matching and recognizing number symbols to reading and writing numerals.	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction • Match Numbers
5. Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.	<ul style="list-style-type: none"> • Make and Count Groups • Number Counting
6. Begin to recognize that information comes in many forms and can be organized and displayed in different ways.	<ul style="list-style-type: none"> • Number Books • Make and Count Groups • Act Out Addition • Act Out Subtraction
7. Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).	<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
3. Early Learning Expectation: Classification and Patterns. Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.	
1. Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC
2. Identify patterns in their environment.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC
3. Investigate patterns and describe relationships.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC
4. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
4. Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.	
1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • Number Counting • Number Instruction • Act Out Addition • Act Out Subtraction
2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.	<ul style="list-style-type: none"> • Calendar • Book: For the Birds • Match Numbers • Make and Count Groups • Greater Than, Less Than • More Than, Fewer Than • Bug Fun
3. Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).	<ul style="list-style-type: none"> • One-to-one Correspondence • Number Instruction • Counting Songs • Number Counting • Match Numbers • Bug Fun • Make and Count Groups
4. Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Fun
5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.	<ul style="list-style-type: none"> • Number Books • Explain Numbers • Match Numbers • Make and Count Groups • One-to-One Correspondence
6. Show growth in understanding that number words and numerals represent quantities.	<ul style="list-style-type: none"> • Number Books • Number Instruction • Counting Songs • Number Counting • Match Numbers • Bug Fun • Make and Count Groups
7. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.	<ul style="list-style-type: none"> • Songs: Monster Trucks; Ordinals • Book: The Circus Came to Town • Counting Songs • Order Numbers • First, Middle, Last
8. Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).	<ul style="list-style-type: none"> • Number Books (See titles at end of document.)

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
<p>4. Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment <i>continued</i>.</p>	
<p>9. Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.”</p>	<ul style="list-style-type: none"> • Song: Counting On • Count On • Number Instruction • Counting Songs • Number Counting • Order Numbers • Counting Puzzles
<p>5. Early Learning Expectation: Simple Operations and Beginning Algebraic Thinking. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.</p>	
<p>1. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.</p>	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction; Greater Than, Less Than; More Than, Fewer Than • Books: Five Delicious Muffins; For the Birds • Add Groups • Subtract Groups • Make and Count Groups • Act Out Addition • Act Out Subtraction
<p>2. Can generate problems that involve predicting, collecting, and analyzing information.</p>	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Calendar/Graph Weather
<p>3. Use simple estimation to make better guesses.</p>	<ul style="list-style-type: none"> • Length • Capacity
<p>4. Identify likenesses and differences.</p>	<ul style="list-style-type: none"> • Song: Same and Different • Sort • Similar Figures
<p>5. Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures
<p>6. Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures
<p>7. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.</p>	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Weather • Calendar/Graph Weather • Observe a Simple System

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
6. Early Learning Expectation: Measuring. Children explore and discover simple ways to measure.	
1. Show awareness that things in their environment can be measured.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Weight
2. Begin to understand concepts of weight.	<ul style="list-style-type: none"> • Heavy and Light
3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).	<ul style="list-style-type: none"> • Song: Clock Hands • Book: How Long Is a Minute? • Calendar • Today • Yesterday/Tomorrow • Tell Time • Observe a Simple System
4. Show an awareness of temperature as it affects their daily lives.	<ul style="list-style-type: none"> • Calendar/Graph Weather • Winter • Summer
5. Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).	<ul style="list-style-type: none"> • Song: Tortillas, Tortillas • Soup's On!
6. Begin to use non-standard measures (e.g., length of hand) for length and area of objects.	<ul style="list-style-type: none"> • Length • Capacity
7. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.	<ul style="list-style-type: none"> • Length • Capacity • Weight
7. Early Learning Expectation: Geometry. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.	
1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.	<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
2. Investigate and begin to predict the results of combining, subdividing, and changing shapes.	<ul style="list-style-type: none"> • Symmetry • Congruence • Similar Figures • Geoboard • Tangrams
3. Begin to recognize and appreciate geometric shapes in their environment.	<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

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
<p>7. Early Learning Expectation: Geometry. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods <i>continued</i>.</p>	
<p>4. Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind).</p>	<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, Middle, Last
<p>5. Identify patterns in their environment.</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC
<p>6. Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC
<p>7. Investigate patterns and describe relationships.</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC
<p>8. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC
<p>EARLY LEARNING IN SCIENCE</p>	
<p>1. Early Learning Expectation: Observation and Inquiry. Children develop positive attitudes and gain knowledge about science through observation and active play.</p>	
<p>1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.</p>	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Conservation • Science Investigation
<p>2. Ask questions related to their own interest and observations.</p>	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System
<p>3. Talk about their own predictions, explanations and generalizations based on past and current experiences.</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System
<p>4. Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System
<p>5. Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
2. Early Learning Expectation: Living and Non-living Things. Children show a beginning awareness of scientific knowledge related to living and non-living things.	
1. Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).	<ul style="list-style-type: none"> • Songs: Living and Nonliving, Plants Are Growing; Food From Plants; Measuring Plants; Plant or Animal; Vertebrates; Birds; Fish; Invertebrates • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates
2. Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants Are Growing; Plant or Animal; Vertebrates; Birds; Fish; Invertebrates • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates
3. Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants Are Growing; Measuring Plants; Birds • Mammals • Birds • Amphibians
4. Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves).	<ul style="list-style-type: none"> • Songs: Food From Plants • Mammals • Amphibians • Reptiles • Insects • Worms
5. Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Measuring Plants; Birds; Fish • Environments: Mammals; Spiders; Birds; Plants; Insects; Amphibians; Reptiles; Worms; Fish
6. Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions).	<ul style="list-style-type: none"> • Song: I Touch My Nose Like This • Body Parts • Parts of the Face
7. Observe, describe and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down).	<ul style="list-style-type: none"> • Song: Push and Pull • Push and Pull

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
3. Early Learning Expectation: Knowledge about the Earth. Children show a beginning awareness of scientific knowledge related to the earth.	
1. Can talk about observable characteristics of different seasons.	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That's What I Like: A Book About Seasons • Weather • Calendar/Graph Weather • Clouds • Spring • Summer • Fall • Winter
2. Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests • Water • Materials • Rocks • Plants and Animals
3. Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests • Wetlands • Prairies
4. Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That's What I Like: A Book About Seasons • Weather • Calendar/Graph Weather • Clouds • Spring • Summer • Fall • Winter
5. Talk about ways to be safe during bad weather and in outdoor explorations.	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
EARLY LEARNING IN THE SOCIAL STUDIES	
1. Early Learning Expectation: Relationship in Place. Children begin to understand and interpret their relationship and place within their own environment.	
1. Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature.	<ul style="list-style-type: none"> • Songs: I am Part of All I See; Conservation • Care of Earth • Care of Water • Materials • Magnets • Rocks • Plants
2. Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.	<ul style="list-style-type: none"> • Book: My Family Campout
3. Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants.	<ul style="list-style-type: none"> • Plants • Plant or Animal • Materials • Magnets
4. Engage in conversations that reflect experiences in and observations of the environment.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System • Environments: Mammals; Spiders; Birds; Plants; Insects; Amphibians; Reptiles; Worms; Fish
5. Demonstrate a developing sense of respect for nature and its components.	<ul style="list-style-type: none"> • Songs: I am Part of All I See; Conservation; Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water
6. Use and understand words for location and direction.	<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, Middle, Last
2. Early Learning Expectation: How People Are Influenced. Children begin to recognize that many different influences shape people’s thinking and behavior.	
1. Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number).	<ul style="list-style-type: none"> • Book: Mine • My Family • My Name Is Squirrel
2. Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.	<ul style="list-style-type: none"> • Books: Mine; Jose Three; Noise? What Noise?; Seeing Fingers • My Name Is Squirrel • My Family

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
2. Early Learning Expectation: How People Are Influenced. Children begin to recognize that many different influences shape people’s thinking and behavior <i>continued.</i>	
3. Show an understanding of family and how families are alike and different.	<ul style="list-style-type: none"> • My Family • Books: Jose Three; The Brothers
4. Talk about ways members of a family can work together to help one another.	<ul style="list-style-type: none"> • My Family • The Picnic • Dinner Time • Soup’s On! • Boo Hoo Baby • Baby’s Ball
5. Begin to recognize that people celebrate events in a variety of ways.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
6. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Books and activities in the program model acceptance and provide opportunities for acceptance. See the following examples: <ul style="list-style-type: none"> • I Want to Be a Scientist Like George Washington Carver • Reaching Above • Treasures From the Loom
7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	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.”
8. Participate in creating their own classroom celebrations.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
3. Early Learning Expectation: Understanding Time. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.	
1. Use words to describe time (e.g., yesterday, today, tomorrow).	<ul style="list-style-type: none"> • Book: How Long Is a Minute? • Calendar • Today • Yesterday/Tomorrow
2. Can talk about recent and past events.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
3. Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time.	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That’s What I Like: A Book About Seasons • Weather • Calendar/Graph Weather • Clouds • Spring • Summer • Fall • Winter

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
3. Early Learning Expectation: Understanding Time. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past <i>continued</i> .	
4. Gather information and learn new concepts through experimentation and discovery, making connections what they already know.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System
5. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.	<ul style="list-style-type: none"> • Clubhouse • My Family • Boo Hoo Baby • Baby’s Ball
6. Contribute to their community (classroom, school, neighborhood) as age appropriate.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
4. Early Learning Expectation: Why We Have Rules and Laws. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.	
1. Grow in their understanding of the need for rules and boundaries in their learning and social environment.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
2. Begin to understand consequences of following and breaking (disobeying) rules.	Social Emotional video series, “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome by examining consequences, and encouraging children to “Stop, Think, and Choose.”
3. Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
4. Show increasing respect for the rights of others.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as they learn to respect the rights of others as well as their own.
5. Early Learning Expectation: Basic Ideas about Economics. Children increase their understanding about how basic economic concepts relate to their lives.	
1. Can talk about some of the workers and services in their community.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
2. Can talk about some of the ways people earn a living.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
3. Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
4. Make simple choices about how to spend money.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end how document.

MICHIGAN STANDARDS	WATERFORD DIGITAL RESOURCES
<p>6. Early Learning Expectation: People and Their Environment. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.</p>	
<p>1. Begin to identify what families need to thrive (e.g., food, shelter, clothing, love).</p>	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
<p>2. Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper).</p>	<ul style="list-style-type: none"> • Songs: Conservation; Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water
<p>3. Engages in activities that promote a sense of contribution.</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Songs: Conservation; Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water
<p>4. Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things.</p>	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.



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

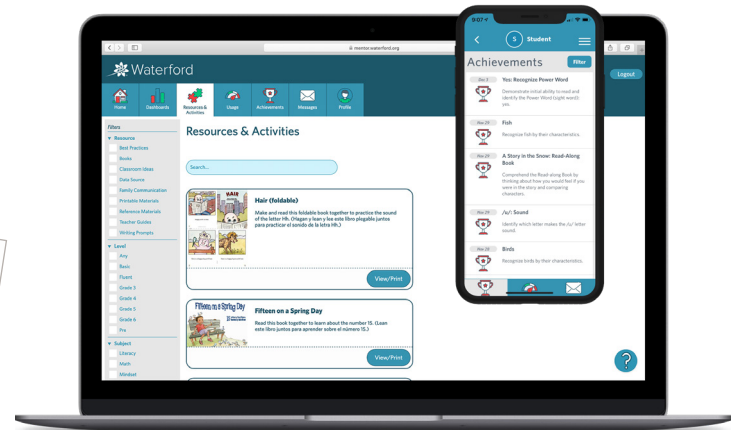
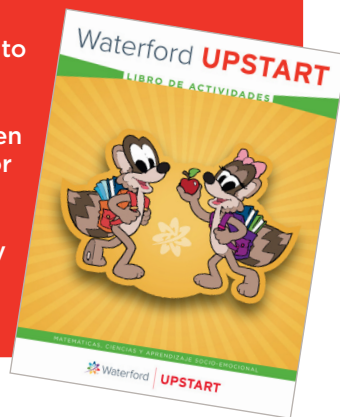
FAMILY ENGAGEMENT RESOURCES

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.