

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*Mississippi Early  
Learning Standards  
for Classrooms  
Serving Four-Year-  
Old Children 2018*

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MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>READING STANDARDS FOR LITERATURE</b>	
<b>KEY IDEAS AND DETAILS</b>	
1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Find an Answer</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Look at Details</li> </ul>
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up, Remember Order</li> </ul>
3. With prompting and support, identify some characters, settings and/or major events in a story.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up, Five Ws</li> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Sum Up, Remember Order</li> </ul>
<b>CRAFT AND STRUCTURE</b>	
4. Exhibit curiosity and interest in learning words in print. a. Develop new vocabulary from stories.	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Words Tell About the Pictures</li> </ul>
b. Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).	Waterford provides many activities related to vocabulary acquisition and use. All Read with Me books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>
a. Identify the front cover, back cover and title page of a book.	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
6. With prompting and support, identify the role of the “author” and “illustrator”.	Prior to reading each story, the front cover to each online book is displayed on the screen and the titles are read out loud from the title page.

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
7. With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).	<ul style="list-style-type: none"> <li>• Connect to Me: Fawn Eyes; Moon Song; Legs; Ooey, Goey Mud</li> <li>• Picture Clues</li> </ul>
8. No developmentally appropriate standard.	
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	<ul style="list-style-type: none"> <li>• Compare Characters</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>KEY IDEAS AND DETAILS</b>	
1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Find an Answer</li> <li>• Look at Details</li> </ul>
2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Find an Answer</li> <li>• Look at Details</li> </ul>
3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).	<ul style="list-style-type: none"> <li>• Connect to Me: Fawn Eyes; Moon Song; Legs; Ooey, Goey Mud</li> </ul>
<b>CRAFT AND STRUCTURE</b>	
4. Exhibit curiosity and interest about words in a variety of informational texts.	Online informational books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
5. With prompting and support, identify the front cover, back cover, and title page of a book.	Prior to reading each story, the front cover to each online book is displayed on the screen and the titles are read out loud from the title page.
6. With prompting and support, identify the role of the author and illustrator in informational text.	Prior to reading each story, the front cover to each online book is displayed on the screen and the titles are read out loud from the title page.

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
7. With prompting and support, make connections between self and text and/or information and text.	<ul style="list-style-type: none"> <li>• Connect to Me: Fawn Eyes; Moon Song; Legs; Ooey, Goey Mud</li> </ul>
8. With prompting and support, explore the purpose of the informational text as it relates to self.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>
9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> </ul>
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).	<p>Waterford provides many opportunities for children to engage in shared reading.</p> <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	
<b>PRINT CONCEPTS</b>	
1. With prompting and support, demonstrate understanding of conventions of print.	<p>Waterford provides a multitude of activities related to understanding organization and basic features of print.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> </ul>
b. Understand that print moves from left to right, top to bottom and page by page.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted, which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Picture Story</li> <li>• Look, Listen, and Match</li> </ul>
c. Recognize an association between spoken and written words.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted, which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Picture Story</li> <li>• Look, Listen, and Match</li> </ul>
d. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	<ul style="list-style-type: none"> <li>• Distinguish Letters</li> <li>• Similarities and Differences in Letters</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>PRINT CONCEPTS</b> <i>continued</i>	
e. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Catch a Letter</li> <li>• Letter Pictures</li> <li>• Hidden Letters</li> <li>• Hidden Pictures</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• What's Your Name?</li> <li>• Distinguish Letters</li> <li>• Similarities and Differences in Letters</li> </ul>
f. Differentiate letters from numbers.	<ul style="list-style-type: none"> <li>• Distinguish Letters</li> </ul>
g. Recognize words as a unit of print and understand that letters are grouped to form words.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Print Concepts</li> <li>• Look, Listen, and Match</li> </ul>
h. Understand that print moves from left to right, top to bottom, and page by page.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads text is highlighted, which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Print Directionality</li> <li>• Print Concepts</li> </ul>
i. Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>
<b>PHONOLOGICAL AWARENESS</b>	
2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.	<p>Waterford provides activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.</p>
a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words Song</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words Song</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>PHONOLOGICAL AWARENESS</b> <i>continued</i>	
c. Demonstrate awareness of the relationship between sounds and letters.	<ul style="list-style-type: none"> <li>• Name That Letter Sound</li> <li>• Sound Songs</li> <li>• Get Started With Sounds</li> <li>• Letter Sound</li> <li>• Sound Sense</li> <li>• Sound Room</li> </ul>
d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>
e. With prompting and support, isolate and pronounce the initial sounds in words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
f. Demonstrate an awareness of ending sounds in words.	<ul style="list-style-type: none"> <li>• Final Sound</li> <li>• Right Final Sound</li> </ul>
3. With prompting and support, demonstrate emergent phonics and word analysis skills.	<ul style="list-style-type: none"> <li>• Name That Letter Sound</li> <li>• Sound Songs</li> <li>• Get Started With Sounds</li> <li>• Letter Sound</li> <li>• Sound Sense</li> <li>• Sound Room</li> <li>• Where is the Sound?</li> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> <li>• Blend Onset/Rime</li> <li>• Blending Riddles</li> <li>• Blending</li> <li>• Phoneme Segmentation</li> <li>• Blend Every Sound</li> <li>• Blending Dragon</li> <li>• Blend Individual Phonemes</li> <li>• Stick and Spell</li> </ul>
a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	<ul style="list-style-type: none"> <li>• Name That Letter Sound</li> <li>• Sound Songs</li> <li>• Get Started With Sounds</li> <li>• Letter Sound</li> <li>• Sound Sense</li> <li>• Sound Room</li> </ul>
b. Recognize own name, environmental print, and some common high-frequency sight words.	<ul style="list-style-type: none"> <li>• What's Your Name?</li> <li>• Power Words</li> <li>• Decodable Books</li> </ul>
<b>FLUENCY</b>	
4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	<ul style="list-style-type: none"> <li>• Picture Story</li> <li>• Picture Clues</li> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>WRITING STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>TEXT TYPES AND PURPOSES</b>	
1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Words Tell About the Pictures</li> <li>• Letters Make Words</li> </ul>
a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.	<ul style="list-style-type: none"> <li>• Distinguish Letters</li> <li>• Letter Picture Writing</li> </ul>
b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.	<ul style="list-style-type: none"> <li>• Distinguish Letters</li> <li>• Letter Picture Writing</li> </ul>
c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.	<ul style="list-style-type: none"> <li>• Distinguish Letters</li> <li>• Letter Picture Writing</li> </ul>
2. No developmentally appropriate standard.	
3. No developmentally appropriate standard.	
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
4. No developmentally appropriate standard.	
5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Picture Clues</li> </ul>
6. With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.	Waterford encourages everyone to have writing and art materials available for children’s creations.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> <li>• Distinguish Letters</li> <li>• Letters Make Words</li> </ul>
8. With prompting and support, recall information from experiences to answer questions.	<ul style="list-style-type: none"> <li>• Connect to Me</li> </ul>
9. No developmentally appropriate standard.	
<b>RANGE OF WRITING</b>	
10. No developmentally appropriate standard.	



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SPEAKING AND LISTENING STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>COMPREHENSION AND COLLABORATION</b>	
1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
b. Engage in extended conversations.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Look at Details</li> <li>• Picture Clues</li> </ul>
3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
4. With prompting and support, describe familiar people, places, things, and events.	<ul style="list-style-type: none"> <li>• Sum Up, Look at Details</li> </ul>
5. With prompting and support, add drawings or other visual displays to descriptions.	Waterford encourages everyone to have writing and art materials available for children's creations.
6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>
<b>LANGUAGE STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.	Waterford provides many activities related to conventions of standard English grammar and usage.
a. Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Nouns</li> <li>• Pronouns</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> </ul>
b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).	<ul style="list-style-type: none"> <li>• Song: More Than One</li> <li>• Plural Nouns</li> </ul>
c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> </ul>
d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).	<ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>
e. Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>CONVENTIONS OF STANDARD ENGLISH</b> <i>continued</i>	
2. With prompting and support, demonstrate awareness of the conventions of standard English.	Waterford provides many activities related to conventions of standard English grammar and usage.
a. Write first name, capitalizing the first letter.	<ul style="list-style-type: none"> <li>• Song: Capital Letters (Proper Nouns)</li> <li>• What's Your Name?</li> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> </ul>
b. Attempt to write a letter or letters to represent a word	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> </ul>
c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Name That Letter Sound</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Sound Sense</li> <li>• Choose a Sound</li> </ul>
<b>KNOWLEDGE OF LANGUAGE</b>	
3. No developmentally appropriate standard	
<b>VOCABULARY ACQUISITION AND USE</b>	
4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	Waterford provides many activities related to vocabulary acquisition and use. Read with Me books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Synonyms</li> </ul>
5. With guidance and support, explore word relationships and word meanings.	Waterford's Early Learning program provides many activities for students to explore word relationships and meanings. Read with Me books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>
b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).	<ul style="list-style-type: none"> <li>• Songs: Verbs; Adjectives Describe</li> <li>• Book: Opposites</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Opposites</li> </ul>
c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).	<ul style="list-style-type: none"> <li>• Song: Verbs</li> <li>• Verbs</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>VOCABULARY ACQUISITION AND USE</b> <i>continued</i>	
6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.	All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in Literature and Informational Text enable students to read, be read to, and respond to texts. <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read with Me Books</li> <li>• Sing A Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> </ul> (See titles at end of document.)
<b>MATHEMATIC STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>COUNTING AND CARDINALITY</b>	
<b>KNOW NUMBER NAMES AND THE COUNT SEQUENCE.</b>	
1. With prompting and support, recite numbers 1 to 30 in the correct order.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Number Counting</li> </ul>
2. With prompting and support, recognize, name, and attempt writing numerals 0 – 10.	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Explain Numbers</li> <li>• Moving Target</li> <li>• Picture Puzzles</li> <li>• Shape Puzzles</li> <li>• Number Books</li> </ul> (See titles at end of document.)
<b>COUNT TO TELL THE NUMBER OF OBJECTS.</b>	
3. With guidance and support, understand the relationship between numerals and quantities	<ul style="list-style-type: none"> <li>• Number Counting</li> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Make and Count Groups</li> <li>• Counting Puzzle</li> <li>• Bug Bits</li> </ul>
a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Counting</li> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzles</li> <li>• Bug Bits</li> </ul>
b. Match quantities and numerals 0 – 5.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzles</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>COUNT TO TELL THE NUMBER OF OBJECTS</b> <i>continued.</i>	
4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Counting</li> <li>• Order Numbers</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• One-to-One Correspondence</li> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> </ul>
a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• Counting Puzzles</li> <li>• Bug Bits</li> </ul>
<b>COMPARE NUMBERS</b>	
5. Use comparative language (e.g., more than, less than, equal to, same, and different) to compare objects, using developmentally appropriate pre-kindergarten materials.	<ul style="list-style-type: none"> <li>• Book: For the Birds</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>
<b>OPERATIONS AND ALGEBRAIC THINKING</b>	
<b>UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.</b>	
1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB; ABB; ABC</li> <li>• Logic Game</li> </ul>
a. Duplicate and extend simple patterns using concrete objects.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB; ABB; ABC</li> <li>• Logic Game</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>MEASUREMENT AND DATA</b>	
<b>DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.</b>	
1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Measuring Plants</li> <li>• Length</li> <li>• Size</li> <li>• Order Size</li> <li>• Sort</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Capacity</li> </ul>
2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Measuring Plants</li> <li>• Length</li> <li>• Size</li> <li>• Make Comparisons</li> <li>• Order Size</li> <li>• Sort</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Capacity</li> </ul>
a. Use nonstandard units of measurement	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> </ul>
b. Explore standard tools of measurement.	<ul style="list-style-type: none"> <li>• Length</li> </ul>
<b>CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY.</b>	
3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	<ul style="list-style-type: none"> <li>• Length</li> <li>• Size</li> <li>• Order Size</li> <li>• Sort</li> <li>• Big and Little</li> <li>• Tall and Short</li> </ul>
<b>GEOMETRY</b>	
<b>EXPLORE, IDENTIFY, AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES).</b>	
1. With guidance and support, correctly name shapes.	<ul style="list-style-type: none"> <li>• Songs: Kites; The Shape of Things; Shapes, Shapes, Shapes; Corners and Sides</li> <li>• Book: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Space Shapes</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>EXPLORE, IDENTIFY, AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES) <i>continued.</i></b>	
2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.	<ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Space Shapes</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	<ul style="list-style-type: none"> <li>• Space Shapes</li> <li>• Congruence</li> <li>• Tangrams</li> <li>• Similar Figures</li> </ul>
<b>ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES.</b>	
4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<b>SOCIAL STUDIES STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>FAMILY AND COMMUNITY DOMAIN</b>	
<b>UNDERSTAND SELF IN RELATION TO THE FAMILY AND THE COMMUNITY.</b>	
1. Identify self as a member of a family, the learning community, and local community.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• My Name Is Squirrel</li> </ul>
2. With prompting and support, identify similarities and differences in people.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> </ul>
3. With prompting and support, describe some family traditions.	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Party Time</li> </ul>
4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
<b>UNDERSTAND THE CONCEPT OF INDIVIDUAL RIGHTS AND RESPONSIBILITIES.</b>	
5. With prompting and support, demonstrate responsible behavior related to daily routines.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>UNDERSTAND THE CONCEPT OF INDIVIDUAL RIGHTS AND RESPONSIBILITIES <i>continued.</i></b>	
6. With prompting and support, explain some rules in the home and in the classroom.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
a. Identify some rules for different settings.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
b. Identify appropriate choices to promote positive interactions.	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.
7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
8. With prompting and support, identify some positive character traits of self and others(e.g., fair, friendly, respectful, responsible).	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
9. With prompting and support, describe a simple sequence of familiar events.	<ul style="list-style-type: none"> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> <li>• First, Next, Last</li> </ul>
<b>OUR WORLD DOMAIN</b>	
<b>UNDERSTAND THE IMPORTANCE OF PEOPLE, RESOURCES, AND THE ENVIRONMENT.</b>	
1. Treat classroom materials and the belongings of others with care.	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.
2. With prompting and support, identify location and some physical features of familiar places in the environment.	<ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Book: Where in the World Would You Go Today?</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Rainforests</li> </ul>
3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).	<ul style="list-style-type: none"> <li>• Song: Save Your Pennies</li> <li>• Pretend Play</li> </ul>
4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	Waterford exposes students to technology tools daily. Students interact with computers, headphones, the mouse or touch pad, keyboards, and iPads.
5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; I Am Part of All I See</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>
<b>HISTORY AND EVENTS DOMAIN</b>	
<b>UNDERSTAND EVENTS THAT HAPPENED IN THE PAST.</b>	
1. With prompting and support, describe a simple series of familiar events.	<ul style="list-style-type: none"> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> <li>• First, Next, Last</li> </ul>
2. Recognize events that happened in the past.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SCIENCE STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>SCIENTIFIC METHOD AND INQUIRY</b>	
<b>ENGAGE IN SIMPLE INVESTIGATIONS.</b>	
1. Make observations, make predictions, and ask questions about natural occurrences or events.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
2. Describe, compare, sort and classify, and order objects.	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Same and Different</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Sort</li> <li>• Order</li> <li>• Look at Details</li> <li>• Match</li> </ul>
3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>
4. Explore materials, objects, and events and notice cause and effect	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Materials</li> <li>• Magnets</li> <li>• Push and Pull</li> </ul>
5. Describe and communicate observations, results, and ideas	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like George Washington Carver</li> <li>• Observe a Simple System</li> <li>• Science Investigation</li> </ul>
6. Work collaboratively with others.	<ul style="list-style-type: none"> <li>• Marmot Basket</li> </ul>
<b>USE THE FIVE SENSES TO EXPLORE AND INVESTIGATE THE ENVIRONMENT.</b>	
7. Name and identify the body parts associated with the use of each of the five senses	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> </ul>
8. Describe similarities and differences in the environment using the five senses.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> <li>• Science Investigation</li> </ul>



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>PHYSICAL SCIENCE</b>	
<b>DEVELOP AWARENESS OF OBSERVABLE PROPERTIES OF OBJECTS AND MATERIALS.</b>	
1. Manipulate and explore a wide variety of objects and materials.	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Magnets</li> </ul>
2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Book: The Shape of Things</li> <li>• Materials</li> <li>• Order Size</li> <li>• Size</li> </ul>
3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Positioning</li> <li>• Book: Up in the Air</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> </ul>
4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	<ul style="list-style-type: none"> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Science Investigation</li> <li>• Push and Pull</li> <li>• Magnets</li> </ul>
<b>LIFE SCIENCE</b>	
<b>ACQUIRE SCIENTIFIC KNOWLEDGE RELATED TO LIFE SCIENCE.</b>	
1. Name, describe, and distinguish plants, animals, and people by observable characteristics	<ul style="list-style-type: none"> <li>• Songs: Plant or Animal; Vertebrates; Invertebrates; Birds; Fish</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Plant or Animal</li> <li>• Plants</li> <li>• Mammals</li> <li>• Birds</li> <li>• Amphibians</li> <li>• Fish</li> <li>• Insects</li> <li>• Spiders</li> <li>• Insects</li> <li>• Worms</li> <li>• Animal Groups</li> </ul>
2. Describe plant, animal, and human life cycles	<ul style="list-style-type: none"> <li>• Book: A Seed Grows</li> <li>• Plants and Animals</li> <li>• Mammals</li> <li>• Amphibians</li> </ul>
3. Describe the needs of living things	<ul style="list-style-type: none"> <li>• Book: Mela's Water Pot</li> <li>• Sun</li> <li>• Living or Nonliving</li> <li>• Water</li> <li>• Plants</li> <li>• Food From Plants</li> </ul>
4. Compare and contrast characteristics of living and nonliving things	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Book: I Want to Be a Scientist Like George Washington Carver</li> <li>• Living or Nonliving</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>EARTH SCIENCE</b>	
<b>APPLY SCIENTIFIC KNOWLEDGE RELATED TO EARTH SCIENCE AND SPACE.</b>	
1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That's What I Like, A Book About Seasons</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Spring</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Clouds</li> </ul>
2. Identify characteristics of the clouds, sun, moon, and stars.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> </ul>
3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Sort</li> <li>• Rocks</li> </ul>
<b>TECHNOLOGY</b>	
<b>IDENTIFY AND EXPLORE A VARIETY OF TECHNOLOGY TOOLS.</b>	
1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>
2. Use technology tools to gather and/or communicate information.	<ul style="list-style-type: none"> <li>• Observe a Simple System</li> </ul>
3. With prompting and support, invent and construct simple objects or structures using technology tools.	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Materials</li> <li>• Magnets</li> </ul>
<b>APPROACHES TO LEARNING STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>PLAY DOMAIN</b>	
<b>ENGAGE IN PLAY.</b>	
1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> </ul>
3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Perfect Present</li> </ul>
4. Demonstrate active engagement in play.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Find Me!</li> <li>• Where's Papa?</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>CURIOSITY AND INITIATIVE DOMAIN</b>	
<b>DEMONSTRATE CURIOSITY AND INITIATIVE.</b>	
1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Party Time</li> <li>• Science Investigation</li> <li>• Pretend Play</li> </ul>
2. Ask questions to seek new information.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>
3. Make independent choices.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel’s Sketches</li> <li>• Soup’s On!</li> </ul>
4. Approach tasks and activities with flexibility, imagination, and inventiveness.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Perfect Present</li> <li>• Squirrel’s Sketches</li> <li>• Soup’s On!</li> <li>• Where’s Papa?</li> <li>• Find Me!</li> <li>• Science Investigation</li> </ul>
<b>PERSISTENCE AND ATTENTIVENESS DOMAIN</b>	
<b>DEMONSTRATE PERSISTENCE AND ATTENTIVENESS.</b>	
1. Follow through to complete a task or activity.	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Jane Goodall</li> </ul>
2. Demonstrate the ability to remain engaged in an activity or experience.	Waterford’s engaging activities hold student attention and include many learning styles. Students are encouraged verbally to “Say it with me!” or kinesthetically to “Trace the letter with your finger” or “Clap the syllables you hear.”
3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>PROBLEM-SOLVING SKILLS DOMAIN</b>	
<b>DEMONSTRATE PROBLEM-SOLVING SKILLS.</b>	
1. Identify a problem or ask a question.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>
2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
3. Apply prior learning and experiences to build new knowledge.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>SOCIAL DEVELOPMENT DOMAIN</b>	
<b>BUILD AND MAINTAIN RELATIONSHIPS WITH OTHERS.</b>	
1. Interact appropriately with familiar adults.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Where’s Papa?</li> </ul>
a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> </ul>
b. Engage with a variety of familiar adults for a specific purpose.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
2. Interact appropriately with other children.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> </ul>
a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	<ul style="list-style-type: none"> <li>• Come Inside!</li> <li>• My Name Is Squirrel</li> </ul>
b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
c. Ask permission to use items or materials of others.	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.
d. Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
3. Express empathy and care for others.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> </ul>
a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> </ul>
b. Offer and accept encouraging and courteous words to demonstrate kindness.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> <li>• It’s Not Fair!</li> </ul>
c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Lost and Found</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>WORK PRODUCTIVELY TOWARD COMMON GOALS AND ACTIVITIES.</b>	
4. Participate successfully as a member of a group.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Soup's On!</li> </ul>
a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> </ul>
c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Do I Have To?</li> </ul>
5. Join ongoing activities in acceptable ways.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
a. Express to others a desire to play (e.g., say, "I want to play.>").	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Where's Papa?</li> </ul>
b. Lead and follow.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> </ul>
c. Move into group with ease.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> </ul>
6. Resolve conflicts with others.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> </ul>
a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.>").	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate.
b. With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.>").	Waterford's Central Park characters model courteous behavior and use "Please" and "Thank you" throughout the Social Emotional videos.
<b>EMOTIONAL DEVELOPMENT DOMAIN</b>	
<b>DEMONSTRATE AWARENESS OF SELF AND CAPABILITIES.</b>	
1. Demonstrate trust in self.	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> </ul>
a. Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ...").	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• My Name Is Squirrel</li> </ul>
b. Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>DEMONSTRATE AWARENESS OF SELF AND CAPABILITIES</b> <i>continued.</i>	
2. Develop personal preferences.	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Ooey, Goopy Mud</li> </ul>
a. Express independence, interest, and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”).	<ul style="list-style-type: none"> <li>Science Investigations</li> <li>Find Me!</li> </ul>
b. Select and complete tasks (e.g., finish a puzzle or drawing).	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
3. Show flexibility, inventiveness, and interest in solving problems.	<ul style="list-style-type: none"> <li>Musical Mayhem</li> <li>Marmot Basket</li> </ul>
a. Make alternative choices (e.g., move to another area when a center is full).	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	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.
4. Know personal information.	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
b. Refer to self by first and last name.	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
c. Know parents’/guardians’ names.	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
<b>RECOGNIZE AND ADAPT EXPRESSIONS, BEHAVIORS, AND ACTIONS.</b>	
5. Show impulse control with body and actions.	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It’s Not Fair!</li> </ul>
a. Control own body in space (e.g., move safely through room without harm to self or others).	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Clubhouse</li> </ul>
b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	<ul style="list-style-type: none"> <li>Soup’s On!</li> </ul>
c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).	<ul style="list-style-type: none"> <li>Soup’s On!</li> </ul>
6. Manage emotions.	<ul style="list-style-type: none"> <li>It’s Not Fair!</li> <li>Lost and Found</li> </ul>
a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>It’s Not Fair!</li> <li>Do I Have To?</li> </ul>
b. With prompting and support, recognize emotions (e.g., “I am really mad.”).	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>It’s Not Fair!</li> </ul>
c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>It’s Not Fair!</li> <li>Where’s Papa?</li> <li>Party Time!</li> <li>Soup’s On!</li> <li>Find Me</li> </ul>
d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>It’s Not Fair!</li> <li>Do I Have To?</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
7. Follow procedures and routines with teacher support.	<ul style="list-style-type: none"> <li>• Soup’s On</li> <li>• Pretend Play</li> </ul>
a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	While interacting with Waterford, children listen to and follow multi-step directions.
b. Use materials with care and safety (e.g., use scissors to cut paper).	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.
c. Take turns sharing information with others (e.g., interact during group time).	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
8. Demonstrate flexibility in adapting to different environments.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
b. Follow rules (e.g., use outside voice, use inside voice) in different settings.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>PHYSICAL DEVELOPMENT STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>GROSS MOTOR SKILLS DOMAIN</b>	
<b>DEMONSTRATE UNDERSTANDING OF GROSS MOTOR CONCEPTS AS THEY APPLY TO THE LEARNING, DEVELOPMENT, AND PERFORMANCE OF PHYSICAL ACTIVITIES.</b>	
1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	<ul style="list-style-type: none"> <li>• Books: Legs; Fawn Eyes</li> <li>• Songs: I Touch My Nose Like This; Head, Shoulders, Knees, and Toes</li> <li>• Parts of the Face</li> <li>• Body Parts</li> </ul>
2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes</li> </ul>
<b>DEMONSTRATE COMPETENCY IN GROSS MOTOR SKILLS AND MOVEMENT PATTERNS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.</b>	
3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
4. Use various types of equipment (e.g., playground equipment, tricycles, slides).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>FINE MOTOR SKILLS DOMAIN</b>	
<b>DEMONSTRATE COMPETENCY IN FINE MOTOR SKILLS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.</b>	
1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).	Interaction with Waterford requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
<b>DEMONSTRATE UNDERSTANDING OF EMERGING (DEVELOPING) FINE MOTOR SKILLS AS THEY APPLY TO THE LEARNING AND PERFORMANCE OF PHYSICAL ACTIVITIES.</b>	
2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).	Children select the Waterford icon to begin their sessions. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	The daily use of a touch pad or mouse develops eye-hand coordination.
<b>PARTICIPATE IN FINE MOTOR ACTIVITY FOR SELF-EXPRESSION AND/OR SOCIAL INTERACTION.</b>	
4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	Waterford encourages everyone to have writing and art materials available for children's creations. <ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
<b>DEMONSTRATE EMERGING (DEVELOPING) COMPETENCY IN SELF-HELP SKILLS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.</b>	
6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
<b>SELF-CARE, HEALTH, AND SAFETY SKILLS</b>	
<b>DEMONSTRATE AN AWARENESS AND PRACTICE OF SAFETY RULES.</b>	
1. With prompting and support, identify safety rules (e.g., classroom, home, community).	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul>
2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul>
3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.



MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>DEMONSTRATE AN EMERGING (DEVELOPING) USE OF STANDARD HEALTH PRACTICES.</b>	
4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Books: We All Exercise; The Germs</li> <li>• Exercise and Rest</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Healthy Food</li> </ul>
5. With prompting and support, participate in a variety of physical activities.	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
6. With prompting and support, identify nutritious foods.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul>
<b>CREATIVE EXPRESSION STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>MUSIC DOMAIN</b>	
<b>PARTICIPATE IN MUSIC-RELATED ACTIVITIES.</b>	
1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Mama’s Melody</li> </ul>
2. Sing a variety of short songs.	<p>Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).	<p>Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
4. With prompting and support, identify fast and slow tempos and simple elements of music.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.	<ul style="list-style-type: none"> <li>• Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>DANCE AND MOVEMENT DOMAIN</b>	
<b>DEMONSTRATE UNDERSTANDING THROUGH THE USE OF MOVEMENT.</b>	
1. Create simple movements (e.g., twirl, turn around, skip, shake).	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
2. Respond rhythmically to different types of music (e.g., fast, slow).	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
<b>THEATRE AND DRAMATIC PLAY DOMAIN</b>	
<b>ENGAGE IN DRAMATIC PLAY THROUGHOUT THE DAY IN A VARIETY OF CENTERS.</b>	
1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
2. Use available materials as either realistic or symbolic props.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Soup’s On!</li> </ul>
3. Make up new roles from experiences and/or familiar stories.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Pretend Play</li> </ul>
4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Pretend Play</li> </ul>
<b>VISUAL ARTS DOMAIN</b>	
<b>CREATE AND RESPOND TO VISUAL ART.</b>	
1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.	Waterford encourages everyone to have writing and art materials available for children’s creations.
2. Create artwork that reflects an idea, theme, or story.	Waterford encourages everyone to have writing and art materials available for children’s creations.
3. Describe own art work.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>



**PRE-READING**

**Sing a Rhyme Songs & Books**

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

**Informational Books**

Opposites, Pairs, Watch the Woolly Worm

**Read with Me Books**

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

**Decodable Books**

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

**BASIC READING**

**Traditional Tales**

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

**Informational Books**

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

**Readable Books (Read or Record)**

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

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

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

### Readable Books (Record, Read, Listen) Titles

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

### Sentence Dictation Titles

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



## PRE-MATH & SCIENCE

### Math Books

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

### Science Books

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

### Counting Songs

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

### Number Songs

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

## BASIC MATH & SCIENCE

### Math & Science Books

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

## FLUENT MATH & SCIENCE

### Math & Science Books

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

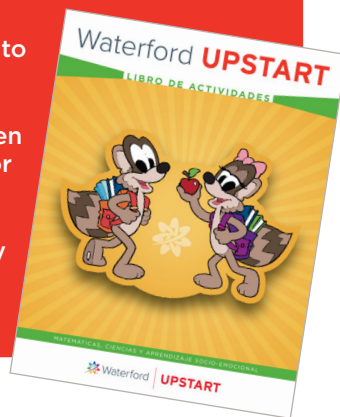
## FAMILY ENGAGEMENT RESOURCES

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

### WATERFORD MENTOR

[Waterford Mentor](#) is a secure website where Waterford UPSTART families log in to see their child's usage and learning achievements. Families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities.

The Waterford UPSTART Activity Books are available to many families. These books include resources designed specifically for young children as well as family activities for reading, writing, math, and science. All activities in the Waterford UPSTART Activity Book are available online at Waterford Mentor.



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

### SAMPLE ACTIVITIES

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

#### Social-Emotional Learning

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

#### Math and Science

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

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

#### Language and Literacy

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

#### Books (coming soon in Spanish)

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

### CONTINUAL DEVELOPMENT

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