

CURRICULUM

Correlation

*Waterford
UPSTART*

99.5%

*New York State
Prekindergarten
Foundation for the Common
Core 2011 with Next
Generation ELA, Math,
and Science Learning
Standards 2017*

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NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
DOMAIN 1: APPROACHES TO LEARNING	
ENGAGEMENT	
1. Actively and confidently engages in play as a means of exploration and learning.	
a) Interacts with a variety of materials through play.	<ul style="list-style-type: none"> • Science Investigation • Magnets
b) Participates in multiple play activities with same material.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
c) Engages in pretend and imaginative play—testing theories, acting out imagination.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Soup’s On!
d) Self-selects play activity and demonstrates spontaneity.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
e) Uses “trial and error” method to figure out a task, problem, etc.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
f) Demonstrates awareness of connections between prior and new knowledge.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
2. Actively engages in problem solving.	
a) Identifies a problem and tries to solve it independently.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
b) Attempts multiple ways to solve a problem.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
c) Communicates more than one solution to a problem.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
d) Engages with peers and adults to solve problems.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
CREATIVITY AND IMAGINATION	
3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.	
a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects.	<ul style="list-style-type: none"> • Soup’s On! • Perfect Present
b) Identifies additional materials to complete a task.	<ul style="list-style-type: none"> • Perfect Present
c) Experiments to further his/her knowledge.	<ul style="list-style-type: none"> • Science Investigation • Build Knowledge
d) Seeks additional clarity to further his/her knowledge.	<ul style="list-style-type: none"> • Science Investigation • Build Knowledge
e) Seeks out connections, relations and assistance from peers and adults to complete a task.	<ul style="list-style-type: none"> • Do I Have To? • Marmot Basket
f) Communicates more than one solution to a problem.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
CURIOSITY AND INITIATIVE	
4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.	
a) Asks questions using who, what, how, why, when, where, what if.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Science Investigation
b) Expresses an interest in learning about and discussing a growing range of ideas.	<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
c) Actively explores how things in the world work.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
d) Investigates areas of interest.	<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
e) Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
f) Seeks out activities and materials that support his/her curiosity.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System • Magnets
g) Willingly engages in new experiences and activities.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
PERSISTENCE	
5. Demonstrates persistence.	
a) Maintains focus on a task.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.
b) Seeks assistance when the next step seems unclear or appears too difficult.	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.
c) Modifies strategies used to complete a task.	Waterford provides support throughout each activity. The strategies can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
DOMAIN 2: PHYSICAL DEVELOPMENT AND HEALTH	
PHYSICAL DEVELOPMENT	
1. Uses senses to assist and guide learning.	
a) Identifies sights, smells, sounds, tastes and textures.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop sensorimotor skills.
b) Compares and contrasts different sights, smells, sounds, tastes, and textures.	<ul style="list-style-type: none"> • Song: The Five Senses • Sight • Hearing • Touch • Smell • Taste

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
1. Uses senses to assist and guide learning <i>continued</i>.	
c) Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.	<ul style="list-style-type: none"> • Song: The Five Senses • Sight • Hearing • Touch • Smell • Taste
2. Uses sensory information to plan and carry out movements.	
a) Demonstrates appropriate body awareness when moving in different spaces.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop sensorimotor skills.
b) Exhibits appropriate body movements when carrying out a task.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop sensorimotor skills.
c) Demonstrates awareness of spatial boundaries and the ability to work within them.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
3. Demonstrates coordination and control of large muscles.	
a) Displays an upright posture when standing or seated.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop gross motor skills.
b) Maintains balance during sitting, standing, and movement activities.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop gross motor skills.
c) Runs, jumps, walks in a straight line, and hops on one foot.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop gross motor skills.
d) Climbs stairs using alternating feet.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop gross motor skills.
e) Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.	<ul style="list-style-type: none"> • Book: Whatever the Weather
4. Combines a sequence of large motor skills with and without the use of equipment.	
a) Navigates age appropriate playground equipment.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop gross motor skills.
b) Peddles a tricycle.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop gross motor skills.
c) Throws, catches or kicks a large, light-weight ball (8" - 10").	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop gross motor skills.
d) Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop gross motor skills.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.	
a) Uses pincher grasp (index finger and thumb).	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
b) Demonstrates ability to engage in finger plays.	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination. Children also must practice writing letters and words.
d) Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
e) Uses buttons, zippers, snaps, and hook and loop tape successfully.	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
PHYSICAL FITNESS	
6. Engages in a variety of physical fitness activities.	
a) Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop and enhance physical fitness.
b) Explores, practices, and performs skill sets: throwing, pushing, pulling, catching, balancing, etc.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop and enhance physical fitness.
c) Participates in activities designed to strengthen major muscle groups.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop and enhance physical fitness.
d) Participates in activities to promote balance and flexibility.	Waterford UPSTART families receive weekly e-mails that include suggestions and activities to help their children develop and enhance physical fitness.
HEALTH AND WELL-BEING	
7. Demonstrates personal care and hygiene skills.	
a) Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b) Exhibits self help skills when dressing, cleaning up, participating in meals, etc.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
c) Recognizes and communicates when experiencing symptoms of illness.	<ul style="list-style-type: none"> • Book: The Germs • Germs

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
8. Demonstrates awareness and understanding of healthy habits.	
a) Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Healthy Food • Exercise and Rest
b) Talks about food choices in relationship to allergies and overall health.	<ul style="list-style-type: none"> • Song: Health • Healthy Food
c) Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).	<ul style="list-style-type: none"> • Song: Health • Healthy Food
d) Describes the role of doctors, dentists and other health care workers in keeping him/herself healthy.	<ul style="list-style-type: none"> • Teeth
HEALTH AND SAFETY	
9. Demonstrates awareness and understanding of safety rules.	
a) Verbalizes and demonstrates safety rules such as holding an adult’s hand when walking on sidewalks or near a street.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b) Communicates to peers and adults when observing unsafe behavior (e.g., Tommy is throwing rocks).	
c) Understands that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
d) Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the driver signals, wears seatbelt).	
e) Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
f) Explains how to get help in emergency situations.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT	
SELF-CONCEPT AND SELF-AWARENESS	
1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.	
a) Describes himself/herself using several different characteristics.	<ul style="list-style-type: none"> • Books: Mine; Grandpa’s Great Athlete
b) Identifies self as being part of a family and identifies being connected to at least one significant adult.	<ul style="list-style-type: none"> • Books: Mine; Jose Three • Come Inside • My Family
c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).	<ul style="list-style-type: none"> • Books: Mine; Grandpa’s Great Athlete; I Hate Peas; Ooey, Goey Mud; Lumpy Mush; Jose Three; Play Ball
d) Exhibits self confidence by attempting new tasks independent of prompting or reinforcement.	Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests <i>continued</i>.	
e) Compares and/or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities).	<ul style="list-style-type: none"> Books: Mine; Ooey, Gooney Mud; Grandpa’s Great Athlete; Play Ball
f) Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
g) Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult).	<ul style="list-style-type: none"> Squirrel’s Sketches Party Time Perfect Present
SELF-REGULATION	
2. Regulates his/her responses to needs, feelings and events.	
a) Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.	<ul style="list-style-type: none"> Books: Ooey, Gooney Mud; I Hate Peas; Lumpy Mush Lost and Found Find Me! Where’s Papa? Lost Dinosaur It’s Not Fair!
b) Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
c) Demonstrates an ability to independently modify his/her behavior in different situations.	Waterford’s Social Emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”
RELATIONSHIPS WITH OTHERS	
3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).	
a) Interacts with significant adults.	<ul style="list-style-type: none"> Find Me! Where’s Papa? Lost and Found Soup’s On!
b) Seeks guidance from primary caregivers, teachers and other familiar adults.	<ul style="list-style-type: none"> Lost and Found Lost Dinosaur Squirrel’s Blocks
c) Transitions into unfamiliar setting with the assistance of familiar adults.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
4. Develops positive relationships with their peers.	
a) Approaches children already engaged in play.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b) Interacts with other children (e.g., in play, conversation, etc.).	<ul style="list-style-type: none"> • Marmot Basket • Clubhouse
c) Shares materials and toys with other children.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
d) Sustains interactions by cooperating, helping, and suggesting new ideas for play.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
e) Develops close friendship with one or more peers.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
f) Offers support to another child or shows concern when a peer seems distressed.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Musical Mayhem
5. Demonstrates pro-social problem solving skills in social interactions.	
a) Seeks input from others about a problem.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
b) Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve).	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
c) Uses and accepts compromise, with assistance.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
ACCOUNTABILITY	
6. Understands and follows routines and rules.	
a) Displays an understanding of the purpose of rules.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b) Engages easily in routine activities (e.g., story time, snack time, circle time).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
c) Uses materials purposefully, safely and respectfully as set by group rules.	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 other’s property as well as their own.
d) with assistance, understands that breaking rules have a consequence.	<ul style="list-style-type: none"> • Broken Lamp
e) Applies rules in new, but similar situations.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
f) Demonstrates the ability to create new rules for different situations.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
ADAPTABILITY	
7. Adapts to change.	
a) Easily separates himself/herself from Family or caregiver.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
b) Transitions with minimal support between routine activities and new/unexpected occurrences.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
c) Adjusts behavior as appropriate for different settings and /or events.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
d) Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity).	Waterford’s Social Emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”
DOMAIN 4: COMMUNICATION, LANGUAGE, AND LITERACY	
PART A: APPROACHES TO COMMUNICATION	
Motivation	
1. <i>Demonstrate that they are motivated to communicate.</i>	
a) Participates in small or large group activities for story telling, singing or finger plays.	Waterford develops children’s vocabulary and asks them to respond orally or sing along with songs including those specific to learning objectives.
b) Asks questions.	<ul style="list-style-type: none"> Science Investigation
c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.
d) Initiates conversations, both verbally and nonverbally, about things around them.	Waterford’s Social Emotional videos model conversations and discussions initiated by various characters. The videos demonstrate appropriate conversation rules as characters listen to each other and develop ideas.
e) Nods or gives non verbal cues that he is understanding.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
f) Maintains eye contact when trying to interact with a peer or adult.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
g) Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking).	Waterford’s Social Emotional videos model conversations and discussions between characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in varied forms.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
Background Knowledge	
<i>2. Demonstrates he/she is building background knowledge.</i>	
a) Asks questions related to a particular item, event or experience.	<ul style="list-style-type: none"> • Science Investigation • Build Knowledge
b) Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them.	Waterford online books include bolded vocabulary words that children learn to click in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.
c) Uses new vocabulary correctly.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
d) Makes comparisons to words and concepts already known.	<ul style="list-style-type: none"> • Make Comparisons • Vocabulary
Viewing	
<i>3. Demonstrates that he/she understand what they observe.</i>	
a) Uses vocabulary relevant to observations.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b) Identifies emotions by observing faces in pictures and faces of peers and adults.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
c) Asks questions related to visual text and observations.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Find an Answer • Science Investigation
d) Makes inferences and draws conclusions based on information from visual text.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Find an Answer • Science Investigation • Read with Me Books • Read Along • Sing a Rhyme Songs/Books (See titles at end of document.)
e) Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Look at Details
Representing	
<i>4. Demonstrates his/her ability to express ideas using a variety of methods.</i>	
a) Uses facial expressions, body language, gestures, and sign language to express ideas.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b) Uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., plastic banana for a telephone).	<ul style="list-style-type: none"> • Soup’s On! • Perfect Present
c) Uses visual media to represent an actual experience.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
d) Reviews and reflects on his/her own representations.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Party Time
e) Writes and draws spontaneously to communicate meaning with peers or adults during play.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
Vocabulary	
<i>5. Demonstrates a growing receptive vocabulary.</i>	
a) Understands and follows spoken directions.	While interacting with Waterford Early Learning, 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 the screen, or entering answers on the keyboard.
b) Identifies pictures related to words (show me the white dog).	<ul style="list-style-type: none"> • Vocabulary Introduction • Words Tell About the Pictures • Picture Clues
c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).	While interacting with Waterford Early Learning, children are constantly listening to input and responding with choices.
d) Identifies meanings of words used in read-alouds, in conversation and in descriptions of everyday items in the world around him.	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.
<i>6. Demonstrates a growing expressive vocabulary.</i>	
a) Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation.	Waterford’s Social Emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas and ask and answer relevant questions.
b) Uses more complex words in conversation.	All activities in Waterford provide opportunities for students to use words and phrases acquired through conversation. Activities enable students to read and be read to, and to respond to texts.
c) Makes use of new and rare words introduced by adults or peers.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
d) Correctly names picture when asked, “What is this?”	<ul style="list-style-type: none"> • Vocabulary Introduction
e) Begins to use appropriate volume and speed so spoken message is understood.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
f) Initiates conversations about a book, situation, event or print in the environment.	Waterford’s Social Emotional videos model conversations and discussions initiated by various characters. The videos demonstrate appropriate conversation rules as characters listen to each other and develop ideas.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
NEW YORK STATE NEXT GENERATION ENGLISH LANGUAGE ARTS LEARNING STANDARDS	
READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) PKR	
Key Ideas and Details	
PKR1: Participate in discussions about a text. (RI&RL)	<ul style="list-style-type: none"> • Read with Me Books • Read Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
PKR2: Retell stories or share information from a text. (RI&RL)	<ul style="list-style-type: none"> • Read with Me Books • Read Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
PKR3: Develop and answer questions about characters, major events, and pieces of information in a text. (RI&RL)	<ul style="list-style-type: none"> • Describe Characters • Sum Up, Remember Order • Sum Up, Five Ws • Find an Answer
Craft and Structure	
PKR4: Exhibit an interest in learning new vocabulary. (RI&RL)	<ul style="list-style-type: none"> • Vocabulary • Power Words
PKR5: Interact with a variety of genres. (RI&RL)	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p> <ul style="list-style-type: none"> • Read with Me Books • Read Along Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books (See titles at end of document.)
PKR6: Describe the role of an author and illustrator. (RI&RL)	<ul style="list-style-type: none"> • Print Directionality Introduction
Integration of Knowledge and Ideas	
PKR7: Describe the relationship between illustrations and the text. (RI&RL)	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues
R8: Begins in kindergarten.	
PKR9: Make connections between self, text, and the world. (RI&RL)	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
Print Concepts	
PKRF1: Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality
PKRF1a: Recognize that words are read from left to right, top to bottom and page to page	<ul style="list-style-type: none"> • Print Concepts • Print Directionality
PKRF1b: Recognize that spoken words are represented in written language	<ul style="list-style-type: none"> • Get Started with Sounds • Letters Make Words
PKRF1c: Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality
PKRF1d: Recognize and name some upper/lowercase letters of the alphabet, especially those in own name	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Pictures • Find the Letter • Name That Letter • What's Your Name?
PKRF1e: Recognize that letters are grouped to form words	<ul style="list-style-type: none"> • Letters Make Words • Print Concepts
PKRF1f: Differentiate letters from numerals.	<ul style="list-style-type: none"> • Explain Numbers • Distinguish Letters (Alphabet Introduction)
PKRF1g: Identify front cover and back cover.	<ul style="list-style-type: none"> • Print Directionality Introduction
Phonological Awareness	
PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> • Get Started with Sounds • Letter Sound Songs • Mama Squirrel's Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where is the Sound? • Syllables • Syllable Safari
PKRF2a: Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays).	<ul style="list-style-type: none"> • Rhyming Song • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme
PKRF2b: Begin to recognize individual syllables within spoken words (e.g. cup cake, base ball).	<ul style="list-style-type: none"> • Syllables • Syllables Safari • Take Away Syllables
PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map).	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Read with Me Books (See titles at end of document.)

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
Phonics and Word Recognition	
PKRF3: Demonstrate emergent phonics and word analysis skills.	<ul style="list-style-type: none"> • Get Started with Sounds • Letter Sound Songs • Mama Squirrel's Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where is the Sound? • Blending • Blend Every Sound
PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel's Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where is the Sound?
Fluency	
PKRF4: Displays emergent reading behaviors with purpose and understanding.	<ul style="list-style-type: none"> • Read with Me Books • Read Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
WRITING STANDARDS PKW	
Text Types and Purposes	
PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing
PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing
PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing
PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing
W5: Begins in Grade 4	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
Research to Build and Present Knowledge	
PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
PKW7: Engage in a discussion using gathered information from experiences or provided resources.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
SPEAKING AND LISTENING STANDARDS PKSL	
Comprehension and Collaboration	
PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
PKSL1b: Participate in conversations through multiple exchanges.	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other and develop ideas.
PKSL1c: Consider individual differences when communicating with others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
PKSL2: Interact with diverse formats and texts.	<ul style="list-style-type: none"> • Read with Me Books • Read Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
PKSL3: Identify the speaker.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Presentation of Knowledge and Ideas	
PKSL4: Describe familiar people, places, things, and events.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Look at Details • Describe Characters
PKSL5: Create a visual display.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
PKSL6: Express thoughts, feelings, and ideas.	<ul style="list-style-type: none"> • Find Me! • Where’s Papa? • Lost and Found • Soup’s On! • Boo Hoo Baby • Baby’s Ball • Lost Dinosaur • It’s Not Fair! • Perfect Present

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
<p>LANGUAGE STANDARDS PKL PKL 1 and 2 are organized within a grade band continuum of development through Grade 2.</p>	
<p>Knowledge of Language</p>	
<p>L3: Begins in Grade 2</p>	
<p>Vocabulary Acquisition and Use</p>	
<p>PKL4: Explore and use new vocabulary in child-centered, authentic, play-based experiences.</p>	<p>Waterford online books include bolded vocabulary words that children learn to click in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p> <ul style="list-style-type: none"> Vocabulary Introduction
<p>PKL5: Explore and discuss word relationships and word meanings.</p>	<ul style="list-style-type: none"> Songs: Verbs; It Happened Yesterday; Synonym Tree; Antonym Ant
<p>PKL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p>	<ul style="list-style-type: none"> Song: All Sorts of Laundry Book: Buttons, Buttons Sort
<p>PKL5b: Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold).</p>	<ul style="list-style-type: none"> Song: Antonym Ant Book: Opposites Opposites
<p>PKL5c: Use words to identify and describe the world around them.</p>	<ul style="list-style-type: none"> Song: Adjectives Describe
<p>PKL6: Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.</p>	<p>All activities in Waterford provide opportunities for students to use words and phrases acquired through conversation. Activities enable students to read and be read to, and to respond to texts.</p> <ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Read Along Books Informational Books <p>(See titles at end of document.)</p>
<p>DOMAIN 5: COGNITION AND KNOWLEDGE OF THE WORLD</p>	
<p>NEW YORK STATE NEXT GENERATION MATHEMATICS LEARNING STANDARDS</p>	
<p>COUNTING AND CARDINALITY NY-PK.CC</p>	
<p>Know number names and the count sequence.</p>	
<p>1. Count to 20.</p>	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction Counting Puzzle Dot-to-Dot Order Numbers
<p>2. Represent a number of objects (0 - 5), with a written numeral 0-5 (with 0 representing a count of no objects).</p>	<ul style="list-style-type: none"> Explain Numbers Match Numbers Make and Count Groups Number Instruction

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
Count to tell the number of objects.	
<p>3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p>	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Make and Count Groups
<p>b. Explore and develop the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Make and Count Groups • Bug Bits
<p>4a. Answer counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 5 objects in a scattered configuration.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Bug Bits • Make and Count Groups
<p>4b. Given a number from 1-10, count out that many objects.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Make and Count Groups • Bug Bits
<p>5. Recognize whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group. Note: Include groups with up to five objects.</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Greater Than, Less Than • More Than • Fewer Than
<p>6. Identify “first” and “last” related to order or position.</p>	<ul style="list-style-type: none"> • Songs: Positioning; Monster Trucks • First, Next, and Last • First, Middle, Last
OPERATIONS AND ALGEBRAIC THINKING NY-PK.OA	
Understand addition as adding to and understand subtraction as taking from.	
<p>1. Explore addition and subtraction by using objects, fingers, and responding to real world situations.</p>	<ul style="list-style-type: none"> • Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
Understand simple patterns.	
2. Duplicate and extend simple patterns using concrete objects.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC
MEASUREMENT AND DATA NY-PK.MD	
Describe and compare measurable attributes.	
1. Identify measurable attributes of objects, such as length or weight, and describe them using appropriate vocabulary.	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Capacity • Length • Order Size • Big and Little • Tall and Short • Heavy and Light • Size • Match
Sort objects and count the number of objects in each category.	
2. Sort objects and shapes into categories; count the objects in each category. Note: Limit category counts to be less than or equal to 10.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Make and Count Groups
GEOMETRY NY-PK.G	
Identify and describe shapes (squares, circles, triangles, and rectangles).	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, and next to.	<ul style="list-style-type: none"> • Songs: Positioning; Kites; Get Over the Bugs; Shapes, Shapes, Shapes; Monster Trucks • Books: Up in the Air; The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Solid Shapes • World Shapes • Above, Below, Next to, On • Position • Over, Under, Above, Below • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last • First, Next, and Last
2. Name shapes regardless of size.	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • World Shapes

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
Explore and create two- and three-dimensional objects.	
3. Explore two- and three-dimensional objects and use informal language to describe their similarities, differences, and other attributes.	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides; Same and Different • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • World Shapes • Similar Figures
4. Create and build shapes from components.	<ul style="list-style-type: none"> • Geoboard • Tangrams
NEW YORK STATE P-12 SCIENCE LEARNING STANDARDS	
P. PHYSICAL SCIENCES	
Students who demonstrate understanding can:	
P-PS1-1. Ask questions and use observations to test the claim that different kinds of matter exist as either solid or liquid.	<ul style="list-style-type: none"> • Song: Solid or Liquid • Book: Pancakes Matter • Solid and Liquid
P-PS2-1. Use tools and materials to design and build a device that causes an object to move faster with a push or a pull.	<ul style="list-style-type: none"> • Song: Push and Pull • Materials • Push and Pull
P-PS4-1. Plan and conduct investigations to provide evidence that sound is produced by vibrating materials.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
P. LIFE SCIENCES	
Students who demonstrate understanding can:	
P-LS1-1. Observe familiar plants and animals (including humans) and describe what they need to survive.	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants; Water; Food From Plants • Books: Mela’s Water Pot; Everybody Needs to Eat • Plants • Water • Food From Plants • Sun
P-LS1-2. Plan and conduct an investigation to determine how familiar plants and/or animals use their external parts to help them survive in the environment.	<ul style="list-style-type: none"> • Songs: Animal Bodies; Plants Are Growing • Book: Animal Bodies • Plants
P-LS3-1. Develop a model to describe that some young plants and animals are similar to, but not exactly like, their Families.	<ul style="list-style-type: none"> • Song: Plants Are Growing • Build Knowledge: Mine • Mammals • Amphibians

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
P. EARTH AND SPACE SCIENCES	
Students who demonstrate understanding can:	
P-ESS1-1. Observe and describe the motions of the Sun, moon, and stars to recognize predictable patterns.	<ul style="list-style-type: none"> • Song: Sun Blues; The Moon • Book: Star Pictures • Sun • Moon • Constellations
P-ESS2-1. Ask questions, make observations, and collect and record data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.	<ul style="list-style-type: none"> • Songs: Precipitation; Seasons • Books: Whatever the Weather; That’s What I Like: A Book About Seasons • Weather • Spring • Summer • Fall • Winter
P-PS3-1. Plan and conduct an investigation to determine the effect of sunlight on Earth’s surface.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
SOCIAL STUDIES	
GEOGRAPHY	
1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.	
a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.	<ul style="list-style-type: none"> • Books: Mine; Jose Three; Play Ball; Noise? What Noise?
b) Describes how each person is unique and important.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
c) Identifies family members, family characteristics and functions.	<ul style="list-style-type: none"> • Come Inside • My Family
d) Identifies as a member of a family.	<ul style="list-style-type: none"> • Song: Tortillas, Tortillas • Books: Jose Three; Mine; Play Ball • Come Inside • My Name is Squirrel
e) States how families are similar and different.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
f) Describes his own community and/or cultural group.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).	<ul style="list-style-type: none"> • Songs: Same and Different; Tortillas, Tortillas • Book: Moving Day • Look at Details
h) Recognizes some community workers and describes what they do.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
2. Demonstrates awareness and appreciation of their own culture and other cultures.	
a) Talks about and/or shows items related to his/her family and cultural traditions to others.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b) Questions why and/or how people are similar/different.	<ul style="list-style-type: none"> • Song: Same and Different • Book: Mine • Look at Details

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
2. Demonstrates awareness and appreciation of their own culture and other cultures <i>continued</i>.	
c) Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
d) Demonstrates an understanding of similarities and differences between and among individual people and families.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
3. Demonstrates knowledge of the relationship between people, places, and regions.	
a) Identifies features of own home and familiar places.	<ul style="list-style-type: none"> • Book: Your Backyard
b) Names the street, neighborhood, city or and town where he/she lives.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
c) Uses words that indicate direction, position and relative distance.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Over, Under, Above, Below • Over, Under, and Through • Above, Below, Next to, On • Inside, Outside, Between • First, Middle, Last • First, Next, and Last
d) Describes topographical features of familiar places (hill, river, roads, mountains, etc.).	<ul style="list-style-type: none"> • Song: Four Ecosystems • Deserts • Mountains • Oceans • Rainforests
e) Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
f) Is aware of his/her surroundings.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
HISTORY	
4. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.	
a) Identifies routines and common occurrences in his/her life.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b) Identifies changes over time in him/herself, his/her families, and in his/her wider community.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
c) Retells important events in sequential order.	<ul style="list-style-type: none"> • Sum Up, Remember Order • Sum Up, Five Ws • What Comes Next?
d) Demonstrates interest in current events that relate to family, culture, and community.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
e) Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Book: I Can’t Wait • Today • Yesterday/Tomorrow

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
CIVICS, CITIZENSHIP AND GOVERNMENT	
5. Demonstrates an understanding of roles, rights, and responsibilities.	
a) Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
b) Expresses that rules are for everyone.	• See “Family Engagement Resources” at end of document.
c) Identifies rules that protect him/herself and others.	• See “Family Engagement Resources” at end of document.
d) Explains that rules affect children and adults.	• See “Family Engagement Resources” at end of document.
e) Describes possible consequences when rules are not followed.	• Broken Lamp
6. Begins to learn the basic civic and democratic principles.	
a) Participates in making group rules and/or rules for daily routines and transitions.	• See “Family Engagement Resources” at end of document.
b) Follows rules and may remind others of the rules.	• See “Family Engagement Resources” at end of document.
c) Applies the skills of communication, cooperation, respect and empathy with others.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
d) Demonstrates preferences and choices by participating when the class votes to make simple decisions.	• See “Family Engagement Resources” at end of document.
ECONOMICS	
7. Develops a basic understanding of economic concepts within a community.	
a) Demonstrates an understanding that money is needed to exchange for some goods and services.	• Song: Save Your Pennies • Books: Bugs For Sale; Follow the Apples
b) Demonstrates understanding that money comes in different forms, i.e., coins and paper money.	• Song: Save Your Pennies • Coin Identification
c) Recognizes the roles/contributions of community workers as they produce goods/ services that people need.	• Book: Follow the Apples
d) Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards).	• See “Family Engagement Resources” at end of document.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
CAREER DEVELOPMENT	
8. Demonstrates interest and awareness about a wide variety of careers and work environments.	
a) Asks questions about and shows an interest in the jobs of his/her family members and/or “community helpers.”	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b) Recognizes that people depend on “community helpers” to provide goods and services.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
c) Identifies the tools and equipment that correspond to various roles and jobs.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
d) Takes on the role of a “community helper”, e.g., dramatic play or in acting out a story or song.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
e) Indicates an interest in a future career by making statements like, “I want to be a firefighter when I grow up.”	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
f) Talks about a Family’s, a relative’s or a neighbor’s job.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
THE ARTS	
VISUAL ARTS	
1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.	
a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
b) Shows an interest in what can be created with tools, texture, color and technique.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
c) Uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
d) Chooses materials and subjects with intent and purpose.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
e) Paints, draws and constructs models based on observations.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
2. Responds and react to visual arts created by themselves and others.	
a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b) Identifies similarities and differences among samples of visual art.	<ul style="list-style-type: none"> • Song: Same and Different • Look at Details
c) Shares opinions about visual arts, creations, and experiences.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Party Time • Perfect Present

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
MUSIC	
3. Expresses oneself by engaging in musical activities.	
a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments.	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program. Children are often asked to sing along.
b) Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program. Children are often asked to sing along.
c) Engages in music activities having different moods, tempos, and rhythms.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
d) Uses and explores traditional and non-traditional sound sources including those that are electronic.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
e) Creates sounds using traditional instruments (bells, drums, recorders, etc.) and non-traditional instruments (tin cans, oatmeal boxes, containers filled with water).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
4. Responds and reacts during musical activities.	
a) Observes a variety of musical performances, both vocal and instrumental.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b) Moves and keeps rhythm to different kinds of music.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
c) Reacts to music through oral, written or visual expression.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
d) Compares and contrasts different samples of music.	<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)
e) Expresses his/her preference for certain kinds of music.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
f) Repeats, responds and/or reacts to lyrics and/or melodies.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.)

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
THEATRE/DRAMATIC PLAY	
5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences.	
a) Represents fantasy, real-life, imagination, and literature through dramatic play.	<ul style="list-style-type: none"> • Real and Make-believe • Papa’s Play
b) Assumes the role of something or someone else and attempts to speak in the appropriate manner and tone.	Narrators of Waterford online books model changing their voice for different characters.
c) Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story.	<ul style="list-style-type: none"> • Book: The Three Billy Goats Gruff
d) Uses basic props, and costume pieces to establish time, setting, and character.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
6. Responds and reacts to theater and drama presentations.	
a) Demonstrates age-appropriate behavior when observing theatre and drama.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b) Expresses his/her feelings about theatrical or dramatic productions or experiences through oral, written or visual expressions.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
DANCE/CREATIVE MOVEMENT	
7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement.	
a) Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
b) Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
c) Uses creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.).	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
d) Uses creative movement props such as crepe paper, streamers, hoops, and scarves to create special movements and dances.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
e) Demonstrates a wide variety of movements and positions.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
f) Learns simple, repetitive dance steps and routines.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
g) Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
8. Responds and reacts to dance and creative movement.	
a) Imitates parts of dance or movement activity that he/she enjoys.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b) Compares and contrasts different forms of dance.	<ul style="list-style-type: none"> • Songs: Zulu Warrior; Little Snowball Bush of Mine
c) Demonstrates age appropriate audience behavior when observing dance and creative movement productions.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
d) Describes interpretations and reactions to dance and movement experience (e.g., drawing a picture, acting it out, retelling a story).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
CULTURAL DIFFERENCES	
9. Expresses an understanding of artistic difference among cultures.	
a) Compares his/her artistic creations with those from other cultures.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
b) Describes similarities and differences in dance and creative movements from other cultures.	<ul style="list-style-type: none"> Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)
c) Distinguishes between different sounds of music and types of instruments from other cultures.	<ul style="list-style-type: none"> Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)
d) Discusses dances and dramatizations from various 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)

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
TECHNOLOGY	
FOUNDATIONS TO TECHNOLOGY	
1. Describes types of materials and how they're used.	
a) Discusses or describes characteristics of materials in the environment.	<ul style="list-style-type: none"> • Look at Details • Materials • Magnets
b) Explains some uses for materials, e.g., wood, fur, plastic.	<ul style="list-style-type: none"> • Materials
c) Creates structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools).	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Materials
2. Explores and uses various types of tools appropriately.	
a) Identifies the functions of certain tools (e.g., cell phone, pulley, hammer, hearing aid, and microwave).	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
b) Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g., computer, hammer, digital media or simple machine).	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.
c) Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever).	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
d) Uses common tools to create simple objects or structures.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
e) Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.).	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
3. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.	
a) Identifies examples of technology used in daily life (e.g., telephone, computers, car).	<ul style="list-style-type: none"> • Print Directionality Introduction
b) Describes how technology can make finding information, completing tasks and solving problems faster and easier.	<ul style="list-style-type: none"> • Print Directionality Introduction
c) Identifies examples of how technology affects the environment, including home and school environments.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
USING TECHNOLOGY	
4. Understands the operation of technology systems.	
a) Uses input and output devices to successfully operate technology systems (e.g., keyboard, monitor, printer, vending machine).	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.
b) Begins using appropriate vocabulary when describing the nature and operation of a technological system (e.g., pedal power moves a bicycle, gas moves a car, batteries operate a toy).	While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).
c) Gives examples of how technological systems are used (e.g., internet, cameras, cell phones).	<ul style="list-style-type: none"> • Print Directionality Introduction • Observe a Simple System
5. Uses the knowledge of technology to increase learning.	
a) Uses computer to write, draw and explore concepts.	Many activities in Waterford offer children choices and encourage them to express their own ideas. Examples: Color or Make a Scene, to review letter name, shape, and sound, Write About It for keyboarding, and Create Your Own Environment in the study of environments.
b) Learns basic skills by using age appropriate computer programs.	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.
c) Uses technology tools independently (e.g., instructional media games, digital cameras).	Children access Waterford by selecting the desktop icon. Personalized instruction enables students to progress through the sequence independently, at their own pace, offering more challenging activities when they are ready.



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



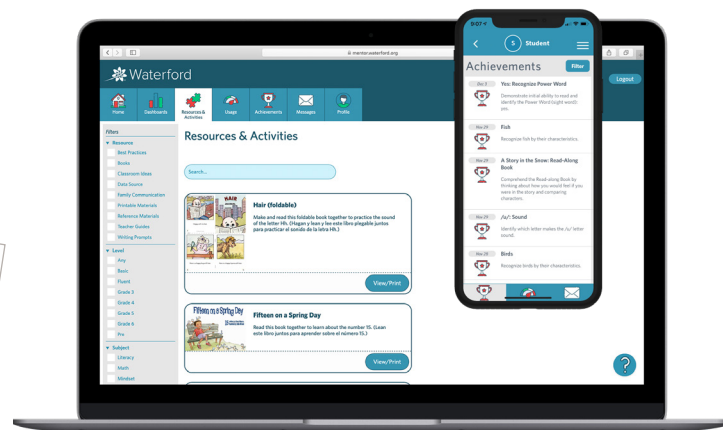
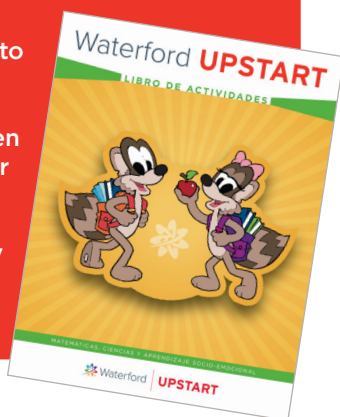
FAMILY ENGAGEMENT RESOURCES

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.