

CURRICULUM *Correlation*

*Waterford
UPSTART*

100%

*Pennsylvania
Learning
Standards for
Early Childhood
2014*

TABLE OF CONTENTS

APPROACHES TO LEARNING THROUGH PLAY.....	1
Constructing, Organizing, and Applying Knowledge.....	1
LANGUAGE AND LITERACY DEVELOPMENT	2
English Language Arts	2
MATHEMATICAL THINKING AND EXPRESSION	8
Exploring, Processing, and Problem-Solving	8
SCIENTIFIC THINKING AND TECHNOLOGY.....	11
Exploring, Scientific Inquiry, and Discovery	11
Environment and Ecology	15
SOCIAL STUDIES THINKING	18
Connecting to Communities	18
CREATIVE THINKING AND EXPRESSION	20
Communicating Through the Arts	20
HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT	22
Learning about My Body	22
SOCIAL AND EMOTIONAL DEVELOPMENT.....	23
Student Interpersonal Skills.....	23
WATERFORD BOOKS AND RELATED ACTIVITIES	25

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
APPROACHES TO LEARNING THROUGH PLAY	
CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE	
AL.1 CONSTRUCTING AND GATHERING KNOWLEDGE	
<i>A. Curiosity and Initiative</i>	
AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Informational Books (See titles at end of document.)
<i>B. Risk Taking</i>	
AL.1 PK.B Demonstrate a willingness to participate in new and challenging experiences.	<ul style="list-style-type: none"> • 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 • Science Investigation
<i>C. Stages of Play</i>	
AL.1 PK.C Engage in complex play sequences with two or more children.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse
AL.2 ORGANIZING AND UNDERSTANDING INFORMATION	
<i>A. Engagement and Attention</i>	
AL.2 PK.A Work toward completing a task, even if challenging, and despite interruptions.	Children build persistence in Waterford with ongoing support and encouragement. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
<i>B. Task Analysis</i>	
AL.2 PK.B Independently break simple tasks into steps and complete them one at a time.	<ul style="list-style-type: none"> • Book: Milton's Mittens
<i>C. Persistence</i>	
AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.	Children accomplish challenging tasks with ongoing support and encouragement. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
<i>D. Patterning</i>	
AL.2 PK.D Recognize and extend simple patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC • Logic Game
<i>E. Memory</i>	
AL.2 PK.E Retain and recall information presented over a short period of time.	<ul style="list-style-type: none"> • Memorization • Sum Up, Remember Order

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
AL.3 APPLYING KNOWLEDGE	
<i>A. Engagement and Attention</i>	
AL.3 PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Baby’s Ballet • Squirrel’s Sketches • Mama’s Melody • Papa’s Play
<i>B. Invention</i>	
AL.3 PK.B Produce and explain the purpose for a new creation.	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright
<i>C. Representation</i>	
AL.3 PK.C Use materials and objects to represent new concepts.	<ul style="list-style-type: none"> • Pretend Play • Soup’s On! • Perfect Present
AL.4 LEARNING THROUGH EXPERIENCE	
<i>A. Making Connections</i>	
AL.4 PK.A Relate knowledge learned from one experience to a similar experience in a new setting.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
<i>B. Resiliency</i>	
AL.4 PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
<i>C. Problem Solving</i>	
AL.4 PK.C Attempt problem solving activities to achieve a positive outcome.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Musical Mayhem • Marmot Basket • Boo Hoo Baby
LANGUAGE AND LITERACY DEVELOPMENT	
ENGLISH LANGUAGE ARTS	
1.1 FOUNDATIONAL SKILLS	
<i>A. Book Handling</i>	
1.1 PK.A Practice appropriate book handling skills.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions.
<i>B. Print Concepts</i>	
1.1 PK.B Identify basic features of print.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures • Print Directionality

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
<i>C. Phonological Awareness</i>	
1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> • Get Started With Sounds • One, Two, Three Sounds • Sound Sense • Blending • Blend Onset/Rime • Blending Dragon • Blending Riddles • Syllables • Where is the Sound?
<i>D. Phonics and Word Recognition</i>	
1.1 PK.D Develop beginning phonics and word skills.	<ul style="list-style-type: none"> • Letter Sound • Name That Letter Sound • Letters Make Words • Find the Picture • Blend Decodable Words • Find the Letter • Sound Room • Choose a Sound • Make a Scene • Decodable Books
<i>E. Fluency</i>	
Emerging to... read emergent reader text with purpose and understanding.	<ul style="list-style-type: none"> • Decodable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
1.2 READING INFORMATIONAL TEXT	
<i>A. Key Ideas and Details—Main Idea</i>	
1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.	<ul style="list-style-type: none"> • Look at Details • Describe Characters • Find an Answer • Sum Up, Five Ws
<i>B. Key Ideas and Details—Text Analysis</i>	
1.2 PK.B Answer questions about a text.	<ul style="list-style-type: none"> • Look at Details • Describe Characters • Find an Answer • Sum Up, Five Ws
<i>C. Key Ideas and Details</i>	
1.2 PK.C With prompting and support, make connections between information in a text and personal experience.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
<i>E. Craft and Structure—Text Structure</i>	
1.2 PK.E 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.

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
<i>F. Craft and Structure—Vocabulary</i>	
1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.	Waterford provides many activities related to vocabulary acquisition and use. Online 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.
<i>G. Integration of Knowledge and Ideas—Diverse Media</i>	
1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues
<i>I. Integration of Knowledge and Ideas—Analysis Across Texts</i>	
1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.	<ul style="list-style-type: none"> • Books: Creepy Crawlers and Garden Visitors
<i>J. Vocabulary Acquisition and Use</i>	
1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.	Waterford activities provide opportunities for students to use words and phrases acquired through conversation. Read with Me books are read aloud to students and feature engaging narrations for their enjoyment.
<i>K. Vocabulary Acquisition and Use</i>	
1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.	Waterford online books include bolded vocabulary words. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
<i>L. Range of Reading</i>	
1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.	Waterford online books provide a multitude of activities for reading with purpose and understanding.
1.3 READING LITERATURE	
<i>A. Key Ideas and Details—Theme</i>	
1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.	<ul style="list-style-type: none"> • Picture Clues • What Comes Next? • Describe Characters • Find an Answer • Sum Up, Five Ws
<i>B. Key Ideas and Details—Text Analysis</i>	
1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).	<ul style="list-style-type: none"> • Find an Answer • Sum Up, Five Ws
<i>C. Key Ideas and Details—Literary Elements</i>	
1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Find an Answer • Sum Up, Five Ws • Look at Details

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
<i>D. Craft and Structure—Point of View</i>	
1.3 PK.D With prompting and support, name the author and illustrator of a story.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.
<i>E. Craft and Structure—Text Structure</i>	
1.3 PK.E With prompting and support, recognize common types of text.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
<i>F. Craft and Structure—Vocabulary</i>	
1.3 PK.F Answer questions about unfamiliar words read aloud from a story.	Waterford online books include bolded vocabulary words. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
<i>G. Integration of Knowledge and Ideas—Sources of Information</i>	
1.3 PK.G Describe pictures in books using detail.	<ul style="list-style-type: none"> • Picture Clues • Words Tell About the Pictures • Look at Details
<i>H. Integration of Knowledge and Ideas—Text Analysis</i>	
1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Find an Answer • Sum Up, Five Ws
<i>I. Vocabulary Acquisition and Use—Strategies</i>	
1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.	Waterford online books include bolded vocabulary words. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
<i>J. Vocabulary Acquisition and Use</i>	
1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.	Waterford activities provide opportunities for students to use words and phrases acquired through conversation. Read with Me books are read aloud to students and feature engaging narrations for their enjoyment.
<i>K. Range of Reading</i>	
1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books (See titles at end of document.)
1.4 WRITING	
<i>A. Informative/Explanatory</i>	
1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing • Letters Make Words • Look, Listen, Match

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
<i>B. Informative/Explanatory—Focus</i>	
1.4 PK.B With prompting and support, draw/dictate about one specific topic.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing • Letters Make Words • Look, Listen, Match
<i>C. Informative/Explanatory—Organization</i>	
1.4 PK.C With prompting and support, generate ideas to convey information.	<ul style="list-style-type: none"> • Sentences
<i>D. Informative/Explanatory—Organization</i>	
1.4 PK.D With prompting and support, make logical connections between drawing and dictation.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues • Distinguish Letters
<i>F. Informative/Explanatory—Conventions of Language</i>	
Emerging to... Spell simple words phonetically.	<ul style="list-style-type: none"> • Letters Make Words • Letter Sounds • Name That Letter Sound • Sound Room • Name That Letter • Stick 'n' Spell
<i>M. Narrative</i>	
1.4 PK.M Dictate narratives to describe real or imagined experiences or events.	<ul style="list-style-type: none"> • Connect to Me • Real and Make-believe • Distinguish Between Fantasy and Reality
<i>N. Narrative—Focus</i>	
1.4 PK.N Establish “who” and “what” the narrative will be about.	<ul style="list-style-type: none"> • Sum Up, Five Ws
<i>O. Narrative—Content</i>	
1.4 PK.O With prompting and support, describe experiences and events.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • What Comes Next?
<i>P. Narrative—Organization</i>	
1.4 PK.P Recount a single event and tell about the events in the order in which they occurred.	<ul style="list-style-type: none"> • Connect to Me • Sum Up, Remember Order • What Comes Next? • First, Next, and Last
<i>R. Narrative—Conventions of Language</i>	
Emerging to... Spell simple words phonetically.	<ul style="list-style-type: none"> • Letters Make Words • Letter Sounds • Name That Letter Sound • Sound Room • Name That Letter • Stick 'n' Spell

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
<i>T. Production and Distribution of Writing—Writing Process</i>	
1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Look at Details • Sentences
<i>V. Conducting Research</i>	
1.4 PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.	<ul style="list-style-type: none"> • Science Investigation • Build Knowledge
<i>W. Credibility, Reliability, and Validity of Sources</i>	
1.4 PK.W With guidance and support, recall information from experiences or books.	<ul style="list-style-type: none"> • Sum Up, Remember Order • Sum Up, Five Ws • Connect to Me • What Comes Next? • First, Next, and Last
<i>X. Range of Writing</i>	
Emerging to... Write routinely over short time frames.	Waterford encourages everyone to have writing and art materials available for children's creations.
1.5 SPEAKING AND LISTENING	
<i>A. Comprehension and Collaboration—Collaborative Discussion</i>	
1.5 PK.A Participate in collaborative conversations with peers and adults in small and larger groups.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
<i>B. Comprehension and Collaboration—Critical Listening</i>	
1.5 PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Look at Details • Describe Characters • Sum Up, Five Ws
<i>C. Comprehension and Collaboration—Evaluation</i>	
1.5 PK.C Respond to what a speaker says to follow directions, seek help, or gather information.	Students continually follow instructions in order to complete activities in Waterford. Each activity has unique interactions, requiring the student to listen carefully and respond promptly.
<i>D. Presentation of Knowledge and Ideas—Purpose, Audience, and Task</i>	
1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.	<p>Waterford introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly.</p> <ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences • Connect to Me • Build Knowledge
<i>E. Presentation of Knowledge and Ideas—Context</i>	
1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.	<p>Waterford introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly.</p> <ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences • Connect to Me • Build Knowledge

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
<i>G. Conventions of Standard English</i>	
1.5 PK.G Demonstrate command of the conventions of standard English when speaking based on prekindergarten level and content.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
MATHEMATICAL THINKING AND EXPRESSION	
EXPLORING, PROCESSING, AND PROBLEM-SOLVING	
2.1 NUMBERS AND OPERATIONS	
<i>A. Counting and Cardinality</i>	
1. Cardinality	
2.1 PK.A.1 Know number names and the count sequence.	<ul style="list-style-type: none"> • Number Songs • Number Instruction • Counting Songs • Number Counting • Order Numbers • Counting Puzzles • Dot-to-Dot
2. Counting	
2.1 PK.A.2 Count to tell the number of objects.	<ul style="list-style-type: none"> • Math Books (See titles at end of document.) • Counting Songs • Number Instruction • Number Recognition and Sense • Bug Fun • Make and Count Groups • One-to-One Correspondence
3. Comparing	
2.1 PK.A.3 Compare numbers.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Make and Count Groups • Greater Than, Less Than • More Than, Fewer Than
MP. Mathematical Processes	
2.1 PK.MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.	<ul style="list-style-type: none"> • Book: For the Birds • Explain Numbers • Match Numbers • Bug Fun • More Than, Fewer Than • More Than • Fewer Than • One-to-one Correspondence • Greater Than, Less Than • Number Recognition and Sense • Number Instruction • Make and Count Groups

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
2.2 ALGEBRAIC CONCEPTS	
<i>A. Operations and Algebraic Thinking</i>	
1. Operations and Algebraic Thinking	
2.2 PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Addition • Add Groups • Act Out Addition • Subtraction • Subtract Groups • Act Out Subtraction
MP. Mathematical Processes	
2.2 PK.MP Use mathematical processes when representing relationships.	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Make and Count Groups • Addition • Add Groups • Act Out Addition • Subtraction • Subtract Groups • Act Out Subtraction • One-to-One Correspondence • Addition and Subtraction Relationship
2.3 GEOMETRY	
<i>A. Geometry</i>	
1. Identification	
2.3 PK.A.1 Identify and describe shapes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
2. Application	
2.3 PK.A.2 Analyze, compare, create, and compose shapes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides; Congruent Parts • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Congruence • Geoboard • Tangrams

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
<i>A. Geometry</i>	
MP. Mathematical Processes	
<p>2.3 PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes.</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides; Congruent Parts • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Congruence • Geoboard • Tangrams
2.4 MEASUREMENT, DATA, AND PROBABILITY	
<i>A. Measurement and Data</i>	
1. Measurement	
<p>2.4 PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.</p>	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest • Book: Buttons, Buttons • Make Comparisons • Length • Weight • Sort • Size • Order Size • Big and Little • Short and Tall • Heavy and Light
4. Data	
<p>2.4 PK.A.4 Classify objects and count the number of objects in each category.</p>	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Make Comparisons • Sort • Make and Count Groups • One-to-one Correspondence • Size
MP. Mathematical Processes	
<p>2.4 PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.</p>	<ul style="list-style-type: none"> • Song: Measuring Plants • Book: Milton's Mittens • Calendar/Graph Weather • Length • Capacity

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
SCIENTIFIC THINKING AND TECHNOLOGY	
EXPLORING, SCIENTIFIC INQUIRY, AND DISCOVERY	
3.1 BIOLOGICAL SCIENCES	
<i>A. Living and Non-Living Organisms</i>	
1. Common Characteristics of Life	
3.1 PK.A.1 Recognize the difference between living and non-living things.	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving
2. Energy Flow	
3.1 PK.A.2 Identify basic needs of plants (water and light) and animals (food, water, and light).	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; I Am Part of All I See • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Mammals • Birds • Reptiles • Amphibians • Fish • Plants • Plant or Animal • Invertebrates • Insects • Spiders • Worms • Science Investigation • Sun • Water • Food From Plants
3. Life Cycles	
3.1 PK.A.3 Recognize that plants and animals grow and change.	<ul style="list-style-type: none"> • Song: Plants Are Growing • Mammals • Amphibians • Birds
5. Form and Function	
3.1 PK.A.5 Name basic parts of living things.	<ul style="list-style-type: none"> • Bug Bits • Plants
9. Science as Inquiry	
3.1 PK.A.9 Participate in simple investigations about living and/ or non-living things to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
<i>B. Genetics</i>	
1. Heredity	
<p>3.1 PK.B.1 Recognize and compare physical characteristics of living things from same species.</p>	<ul style="list-style-type: none"> • Science Investigation • Plants • Mammals • Fish • Birds • Amphibians • Spiders • Insects • Make Comparisons • Tall and Short • Heavy and Light • Big and Little
6. Science as Inquiry	
<p>3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Plants • Mammals • Fish • Birds • Amphibians • Spiders • Insects • Make Comparisons • Tall and Short • Heavy and Light • Big and Little
C. Evolution	
<i>3. Unifying Themes (Constancy and Change)</i>	
<p>3.1 PK.C.3 Describe changes that occur in animals.</p>	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like, A Book About Seasons • Amphibians • Birds • Mammals • Spring • Summer • Fall • Winter

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
4. Science as Inquiry	
3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Plants • Mammals • Fish • Birds • Amphibians • Spiders • Insects • Make Comparisons • Tall and Short • Heavy and Light • Big and Little
3.2 PHYSICAL SCIENCES	
A. Chemistry	
1. Properties of Matter	
3.2 PK.A.1 Sort and describe objects according to size, shape, color, and texture.	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry • Book: Buttons, Buttons • Matching • Size • Sort • Simple Shapes • Logic Game
3. Matter and Energy	
3.2 PK.A.3 Notice change in matter	<ul style="list-style-type: none"> • Song: Matter • Book: Pancakes Matter • Matter • States of Water
5. Unifying Themes	
3.2 PK.A.5 Recognize that everything is made of matter.	<ul style="list-style-type: none"> • Song: Matter • Book: Pancakes Matter • Matter
6. Science as Inquiry	
3.2 PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Songs: The Scientific Method; Matter • Book: Pancakes Matter • Science Investigation • Matter • States of Water
B. Physics	
1. Force and Motion of Practices and Rigid Bodies	
3.2 PK.B.1 Explore and describe the motion of toys and objects.	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
<i>B. Physics continued</i>	
5. Nature of Waves (Sound and Light Energy)	
3.2 PK.B.5 Create and describe variations of sound.	<ul style="list-style-type: none"> • Common Sounds
6. Unifying Themes (Energy)	
3.2 PK.B.6 Recognize that light from the sun is an important source of energy for living and non-living systems and some source of energy is needed for all organisms to stay alive and grow.	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Sun Blues • Sun • Living or Nonliving • Plants
7. Science Of Inquiry	
3.2 PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Push and Pull • Magnets
3.3 EARTH AND SPACE SCIENCES	
<i>A. Earth Structure, Processes, and Cycles</i>	
1. Earth Features and the Processes that Change Them	
3.3 PK.A.1 Sort different types of earth materials.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; All Sorts of Laundry; Same and Different • Book: Buttons, Buttons • Materials • Sort • Match • Magnets • Rocks
4. Water	
3.3 PK.A.4 Identify a variety of uses for water.	<ul style="list-style-type: none"> • Song: Water • Book: Mela's Water Pot • Water • Care of Water
5. Weather and Climate	
3.3 PK.A.5 Identify seasons that correspond with observable conditions and identify how weather affects daily life.	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like, A Book About Seasons • Summer • Spring • Winter • Fall • Weather
7. Science of Inquiry	
3.3 PK.A.7 Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Songs: The Scientific Method; Plants Are Growing • Science Investigation • Observe a Simple System

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
<i>B. Origin and Evolution of the Universe</i>	
1. Comparisons and Structure	
3.3 PK.B.1 Identify objects that can be found in the day or night sky.	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon; Precipitation • Book: Star Pictures • Sun • Moon • Constellations • Clouds
3. Science as Inquiry	
3.3 PK.B.3 Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.	<ul style="list-style-type: none"> • Songs: The Scientific Method; Sun Blues; The Moon; Precipitation • Book: Star Pictures • Science Investigation • Sun • Moon • Constellations • Clouds
ENVIRONMENT AND ECOLOGY	
4.1 ECOLOGY	
<i>A. The Environment</i>	
4.1 PK.A Identify living and non-living things in the immediate and surrounding environment.	<ul style="list-style-type: none"> • Song: Living and Nonliving • Book: I Want to Be a Scientist Like George Washington Carver • Living or Nonliving • Plant or Animal
<i>C. Energy Flow</i>	
4.1 PK.C Identify that plants need the sun to grow.	<ul style="list-style-type: none"> • Song: Plants Are Growing; Food From Plants • Sun • Plants
<i>D. Biodiversity</i>	
4.1 PK.D Identify basic needs of living things.	<ul style="list-style-type: none"> • Song: Living and Nonliving • Book: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall • Living or Nonliving • Plant or Animal • Sun • Water • Plants
<i>E. Succession</i>	
4.1 PK.E Identify the change of seasons in the environment.	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like, A Book About Seasons • Summer • Spring • Winter • Fall

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
4.2 WATERSHEDS AND WETLANDS	
<i>A. Watersheds</i>	
4.2 PK.A Identify various types of moving water in Pennsylvania.	<ul style="list-style-type: none"> • Song: Water • Water Sources
<i>B. Wetlands</i>	
4.2 PK.B Identify a wetland as an ecosystem in Pennsylvania.	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Wetlands • Ecosystems
<i>C. Aquatic Ecosystem</i>	
4.2 PK.C Describe an aquatic (water) and terrestrial (land) habitat.	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Oceans • Rainforests • Mountains • Deserts • Wetlands • Prairies • Ecosystems
4.3 NATURAL RESOURCES	
<i>A. Use of Natural Resources</i>	
4.3 PK.A Identify how the environment provides for the needs of people in their daily lives.	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Sun • Water • Food From Plants
<i>B. Availability of Natural Resources</i>	
4.3 PK.B Identify natural resources available to people in their daily lives.	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Book: Follow the Apples! • Food From Plants • Water
4.4 AGRICULTURE AND SOCIETY	
<i>A. Food and Fiber Systems</i>	
4.4 PK.A Identify what plants and animals need to grow.	<ul style="list-style-type: none"> • Song: Food From Plants; Plant or Animal; Plants Are Growing • Book: Follow the Apples! • Food From Plants • Sun • Water
<i>C. Applying Sciences to Agriculture</i>	
4.4 PK.C Recognize that plants and animals grow and change.	<ul style="list-style-type: none"> • Song: Plants Are Growing • Mammals • Amphibians • Birds • Fish • Amphibians • Insects • Snakes • Spiders • Plants

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
<i>D. Technology Influences on Agriculture</i>	
4.4 PK.D Identify basic tools used in gardening at home and at school.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
4.5 HUMANS AND THE ENVIRONMENT	
<i>A. Sustainability</i>	
4.5 PK.A Identify what people need to survive.	<ul style="list-style-type: none"> • Sun • Water • Food From Plants
<i>B. Integrated Pest Management</i>	
4.5 PK.B Identify things in the natural environment that can be harmful to people, pets, and other living things.	<ul style="list-style-type: none"> • Song: Sun Blues
<i>C. Pollution</i>	
4.5 PK.C Identify ways people pollute the environment.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling
<i>D. Waste Management</i>	
4.5 PK.D Describe how everyday human activities generate waste.	<ul style="list-style-type: none"> • Song: Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth
15.4 COMPUTER AND INFORMATION TECHNOLOGY	
<i>A. Influence of Emerging Technologies</i>	
15.4 PK.A Identify various technologies used in the classroom and at home.	Waterford exposes students to technology daily. Computers, headphones, the mouse or touch pad, keyboards, and iPads, are used and identified.
<i>B. Digital Citizenship</i>	
15.4 PK.B Demonstrate responsible use of technology and equipment.	Waterford recognizes the need to limit screen time. Preschool children are engaged during 15 minute sessions.
<i>C. Hardware</i>	
15.4. PK.C With prompting and support, identify peripheral devices of computer system including input and output devices.	Waterford exposes students to various peripheral devices they identify, such as computer, monitor, headphones, or iPad for output and keyboard, mouse or touch pad, iPad, touch screen, and microphones for input.
<i>D. Input Technologies</i>	
15.4 PK.D Demonstrate the correct use of simple input technologies (e.g., mouse, touch screen, microphone, etc.).	Students use input technologies such as mouse, touch pad, keyboard, touchscreen, or microphone, to interact with Waterford.
<i>G. Software/Applications</i>	
15.4 PK.G With help and support, select and use various software/ applications for an intended purpose.	Students select the Waterford Icon to begin their session.
<i>K. Digital Media</i>	
15.4 PK.K With help and support, identify similarities and differences between text, graphics, audio, animation, and video.	Waterford provides many examples of text, graphics, audio, animation, and video throughout the sequence.

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
<i>L. Technology Research</i>	
15.4 PK.L With help and support, use web browser to locate content-specific websites.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
<i>M. Emerging Technologies in Careers</i>	
15.4 PK.M With help and support, identify various technologies used in the workplace.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
SOCIAL STUDIES THINKING	
CONNECTING TO COMMUNITIES	
CIVICS AND GOVERNMENT	
<i>5.1 Principles and Documents of Government</i>	
A. Rule of Law	
5.1 PK.A State rules and their consequences.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
F. Symbols	
5.1 PK.F Identify basic American symbols. (e.g., American flag)	<ul style="list-style-type: none"> Songs: Inchworm (USA); Egg on a Queen (USA—Southern style); Wake Up (USA—in Native American language); The Bird’s Voice (USA); An Ox Kissing a Fox (USA)
<i>5.2 Rights and Responsibilities of Citizenship</i>	
A. Civic Rights and Responsibilities	
5.2 PK.A Identify self-membership of a group such as the class or family.	<ul style="list-style-type: none"> My Family Clubhouse
B. Conflict Resolution	
5.2 PK.B Identify a problem and discuss possible solutions with adult assistance. *See also 16.2 PK.D	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
C. Leadership and Public Service	
Emerging to... Identify classroom projects/activities that support leadership and service.	<ul style="list-style-type: none"> Song: Pollution Rap Pollution and Recycling
<i>5.3 How Government Works</i>	
C. Government Services	
5.3 PK.C Identify community workers through their uniforms and equipment.	<ul style="list-style-type: none"> Books: Play Ball; Follow the Apples!
F. Conflict and the Court System	
5.3 PK.F Identify appropriate behaviors for responsible classroom citizens.	Waterford’s Executive Function videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, respect, and initiative to help develop skills needed to be responsible classroom citizens.

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
ECONOMICS	
<i>6.1 Scarcity and Choice</i>	
A. Scarcity and Choice	
Emerging to... Identify how scarcity influences choice.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
B. Limited Resources	
Emerging to... Identify family wants and needs	<ul style="list-style-type: none"> • Song: Food From Plants; Water • Food From Plants • Sun
D. Incentives and Choice	
6.1 PK.D Identify a choice based on individual interest.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
<i>6.2 Markets and Economic Systems</i>	
C. Advertising and Media	
Emerging to ... Identify advertisements that encourage us to buy things.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
D. Price Determination	
6.2 PK.D Explain how money is used.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document. • Song: Save Your Pennies
<i>6.3 Functions of Government</i>	
D. Government’s Role in International Trade	
6.3 PK.D Identify products produced locally.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
<i>6.5 Income, Profit, and Wealth</i>	
A. Factors Influencing Wages	
6.5 PK.A Differentiate between work and play.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
C. Types of Business	
6.5 PK.C Identify local businesses.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
GEOGRAPHY	
<i>7.1 Basic Geographic Literacy</i>	
A. Geographic Tools	
7.1 PK.A Explain how a map is a representation of places.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document. • Sing Around the World songs are introduced with a map showing the location of the country represented in song.
B. Location of Places and Regions	
Emerging to ... Describe the location of places in the home, school, and community to gain an understanding of relative location.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
<i>7.2 Physical Characteristics of Places and Regions</i>	
A. Physical Characteristics	
7.2 PK.A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
HISTORY	
<i>8.1 Historical Analysis and Skills Development</i>	
A. Continuity and Change Over Time	
8.1 PK.A Identify a sequence of events through a day.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
C. Research	
8.1 PK.C Understand that information comes from many sources such as books, computers, and newspapers.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Build Knowledge
CREATIVE THINKING AND EXPRESSION	
COMMUNICATING THROUGH THE ARTS	
9.1.M PRODUCTION AND PERFORMANCE—MUSIC AND MOVEMENT	
A. Elements and Principles	
9.1.M PK.A Know and use basic elements and principles of music and movement.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby’s Ballet • Mama’s Melody
B. Demonstration	
9.1.M PK.B Respond to different types of music and dance through participation and discussion.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby’s Ballet • Mama’s Melody
E. Representation	
9.1.M PK.E Use imagination and creativity to express self through music and dance.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
J. Technologies	
9.1 M.PK.J Use a variety of technologies for producing or performing works of art.	Waterford encourages everyone to have writing and art materials available for children’s creations.
9.1.D PRODUCTION AND PERFORMANCE—DRAMATIC AND PERFORMANCE PLAY	
B. Demonstration	
9.1.D PK.B Recreate a dramatic play experience for an audience.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play
E. Representation	
9.1.D PK.E Use imagination and creativity to express self through dramatic play.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
9.1.V PRODUCTION AND PERFORMANCE—VISUAL ARTS	
A. Elements and Principles	
9.1.V PK.A Know and use basic elements of visual arts.	<ul style="list-style-type: none"> • Song: Colors, Colors • Red, Yellow, and Blue • Color Practice • Squirrel’s Sketches
B. Demonstration	
9.1.V PK.B Combine a variety of materials to create a work of art.	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> • Song: Colors, Colors • Red, Yellow, and Blue • Color Practice
E. Representation	
9.1.V PK.E Use imagination and creativity to express self through visual arts.	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> • Song: Colors, Colors • Red, Yellow, and Blue • Color Practice • Squirrel’s Sketches
J. Technologies	
9.1.V PK.J Use a variety of technologies for producing works of art.	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> • Song: Colors, Colors • Red, Yellow, and Blue • Color Practice
9.2 HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS	
D. Perspective	
9.2 PK.D Explain that instruments or art forms represent cultural perspectives.	<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)

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
9.3 CRITICAL RESPONSE TO WORKS IN THE ARTS	
F. Identification	
9.3 PK.F Recognize and name a variety of art forms.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches
G. Critical Response	
9.3 PK.G Formulate and share an opinion about others’ art products.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
9.4 AESTHETIC RESPONSE TO WORKS IN THE ARTS	
B. Emotional Response	
9.4 PK.B Demonstrate an emotional response to viewing or creating various art works.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT	
LEARNING ABOUT MY BODY	
10.1 CONCEPTS OF HEALTH	
B. Interaction of Body Systems	
10.1 PK.B Identify and locate body parts.	<ul style="list-style-type: none"> • Books: Legs; Fawn Eyes • Song: Head, Shoulders, Knees, and Toes • Parts of the Face • Body Parts
C. Nutrition	
10.1 PK.C Identify foods that keep our body healthy.	<ul style="list-style-type: none"> • Song: Health • Healthy Food
D. Alcohol, Tobacco, and Chemical Substances	
10.1 PK.D Identify and discuss the purposes of medicine.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
E. Health Problems and Disease Prevention	
10.1 PK.E Identify and discuss common health problems.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness • Science Investigation
10.2 HEALTHFUL LIVING	
A. Health Practices, Products, and Services	
10.2 PK.A Identify fundamental practices for good health.	<ul style="list-style-type: none"> • Books: The Germs; We All Exercise • Germs • Avoid Germs and Prevent Illness • Exercise and Rest • Healthy Food • Science Investigation
E. Health and the Environment	
10.2 PK.E Identify environmental factors that affect health.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Science Investigation

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
10.3 SAFETY AND INJURY PREVENTION	
A. Safe and Unsafe Practices	
10.3 PK.A Recognize safe and unsafe practices.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
B. Emergency Responses	
10.3 PK.B Recognize emergency situations and discuss appropriate responses.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
10.4 PHYSICAL ACTIVITY—GROSS MOTOR COORDINATION	
A. Control and Coordination	
10.4 PK.A Demonstrate coordination of body movements in active play.	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes
B. Balance and Strength	
10.4 PK.B Exhibit balance while moving on the ground or using equipment.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
10.5 CONCEPTS, PRINCIPLES, AND STRATEGIES OF MOVEMENT—FINE MOTOR DEVELOPMENT	
A. Strength, Coordination, and Muscle Control	
10.5 PK.A Use hands, fingers, and wrists to manipulate objects.	The use of Waterford requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
B. Eye/Hand Coordination	
10.5 PK.B Coordinate eye and hand movements to perform a task.	The daily use of a touch pad or mouse develops eye-hand coordination.
C. Use of Tools	
10.5 PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
SOCIAL AND EMOTIONAL DEVELOPMENT	
STUDENT INTERPERSONAL SKILLS	
16.1 SELF-AWARENESS AND SELF-MANAGEMENT	
<i>A. Manages Emotions And Behaviors</i>	
16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.	<ul style="list-style-type: none"> • Lost and Found • It’s Not Fair!
<i>B. Influences of Personal Traits on Life</i>	
16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
<i>C. Resiliency</i>	
16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
<i>D. Goal-Setting</i>	
16.1 PK.D Establish goals independently and recognize their influence on choices.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
16.2 ESTABLISHING AND MAINTAINING RELATIONSHIPS	
<i>A. Relationships—Trust And Attachment</i>	
16.2 PK.A Interact with peers and adults in a socially acceptable manner.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Where’s Papa? • Find Me!
<i>B. Diversity</i>	
16.2 PK.B Identify similarities and differences between self and others.	<ul style="list-style-type: none"> • Song: Same and Different • Book: Mine • My Family • Come Inside • My Name Is Squirrel
<i>C. Communication</i>	
16.2 PK.C Engage in reciprocal communication with adults and peers.	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.
<i>D. Managing Interpersonal Conflicts</i>	
16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. *See also 5.2.PK.B	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair!
<i>E. Support—Asking for Help</i>	
16.2 PK.E Ask for and accept offers of help when needed or appropriate.	<ul style="list-style-type: none"> • Marmot Basket • Lost and Found
16.3 DECISION-MAKING AND RESPONSIBLE BEHAVIOR	
<i>A. Decision-Making Skills</i>	
16.3 PK.A Interpret the consequences of choices.	<ul style="list-style-type: none"> • Do I Have To?
<i>B. Understanding Social Norms (Social Identity)</i>	
16.3 PK.B Recognize there are socially acceptable ways to behave in different places.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
<i>C. Responsible Active Engagement—Empathy</i>	
16.3 PK.C Actively engage in assisting others when appropriate.	<ul style="list-style-type: none"> • Marmot Basket • Boo Hoo Baby • Musical Mayhem • Soup’s On!



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

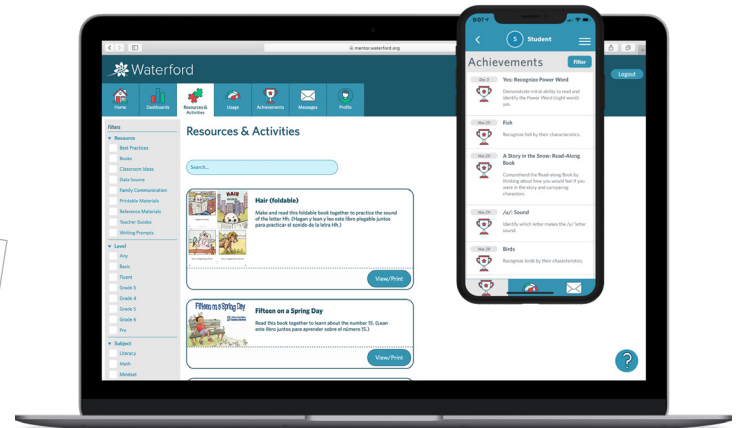
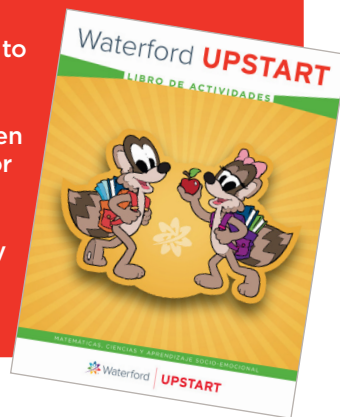
FAMILY ENGAGEMENT RESOURCES

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.