CURRICULUM Correlation

Waterford UPSTART 99.5% South Dakota Early Learning Guidelines 2016
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## SOUTH DAKOTA STANDARDS

### APPROACHES TO LEARNING DOMAIN (AL)

### CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS

#### Goal AL-1: Children demonstrate curiosity and eagerness and express interest in the world around them.

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<tr>
<th>Share discoveries with a trusted person when reunited with that person at a later time.</th>
<th>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</th>
</tr>
</thead>
</table>
| • Mentor: This Belongs to a Friend; I Love My Hat; Please and Thank You | • Song: 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; Where in the World Would You Go Today?  
• Science Investigation |

<table>
<thead>
<tr>
<th>Demonstrate eagerness to find out more about other people, discover new things in their environment, and talk about these things with others.</th>
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| • Song: 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; Where in the World Would You Go Today?  
• Science Investigation | • Mentor: What Would You Do? |

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<tr>
<th>Choose to participate in a wide variety of activities and demonstrate willingness to try new experiences.</th>
<th>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</th>
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<tr>
<td>• Mentor: What Would You Do?</td>
<td>• Science Investigation</td>
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<tr>
<th>Demonstrate interest in mastering new skills (writing name, riding a bike, dancing, building skills).</th>
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</tr>
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<tr>
<td>• Mentor: Waiting Game; Garbage Elves; Helpful Hints, Motivational Tips</td>
<td>• Science Investigation</td>
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#### Goal AL-2: Children actively seek to understand the world around them in play and everyday tasks.

| Ask questions and wonder about things that interest them (ask questions about future events, describe changes they notice in the seasons). | • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; That’s What I Like: A Book About Seasons; I Can’t Wait  
• Science Investigation  
• Spring  
• Summer  
• Fall  
• Winter |
|---|---|

| Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used previously to explore something new). | • Science Tools  
• Science Investigation |
|---|---|

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<tr>
<th>Use what they know from past experience to understand a current situation (get an umbrella to go outside because it is raining).</th>
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<tr>
<td>• Mentor: Role Play; Guess My Rule; Emergency Preparedness for Kids</td>
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</table>
## SOUTH DAKOTA STANDARDS
### INITIATIVE, EFFORT, ENGAGEMENT, AND PERSISTENCE

<table>
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<tr>
<th>Goal AL-3: Children demonstrate initiative and effort in play and everyday tasks.</th>
<th>WATERFORD DIGITAL RESOURCES</th>
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</thead>
</table>
| Demonstrate increasing independence, initiative, self-direction, and purpose when making choices. (“I’m going to the block area to make a track for my race car.”) | • Perfect Present  
• Squirrel’s Sketches |
| Demonstrate self-help skills, independently identifying and seeking things they need to complete activities or carry out play scenarios (gather supplies and create a sign for the block building they created). | • Perfect Present  
• Party Time  
• Squirrel’s Sketches |
| Set simple goals that extend over time, make plans and put effort into following through. (“Let’s make a rocket ship. We need blocks.”) | • Pretend Play  
• Perfect Present |
| Move independently to another activity once their current activity is completed. | Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready. |

### Goal AL-4: Children are engaged and maintain focus in play and everyday tasks.

| Consistently remain engaged in self-directed activities (finishes a card they chose to make for a loved one). | Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.  
• Party Time |
| --- | --- |
| Sometimes able to ignore irrelevant information when focusing on a task (sorting buttons by color regardless of shape). | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
• Mentor: Waiting Game; Guess My Rule |

### Goal AL-5: Children persist at challenging activities in play and everyday tasks.

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<th>Persists in working to complete tasks, trying different ways until successful (when a block tower falls, try putting the blocks together in a different way to build the tower again).</th>
<th>Waterford helps children build persistence by allowing them to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</th>
</tr>
</thead>
</table>
| Plan and follow through on longer-term tasks (planting a seed and caring for the plant). | • Observe a Simple System  
• Plants  
• Healthy Plants’ Needs  
• Plant Experiment |
| Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later) | Waterford helps children build persistence by allowing them to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. |
| Seek help and work cooperatively with others to complete a challenging activity (ask and work with peers to build a block bridge across the water table). | • Pretend Play  
• Marmot’s Basket |
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<tr>
<td><strong>Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks.</strong></td>
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| Expand their sense of self-reliance.                                                  | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
  • Mentor: What Would You Do?; Guess How I’m Feeling                                                                                                                                          |
| Approach new experiences independently.                                                | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
  • Mentor: What Would You Do?; Guess How I’m Feeling                                                                                                                                          |
| Ask to participate in new experiences that they have observed or heard about.          | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
  • Mentor: What Would You Do?; Guess How I’m Feeling                                                                                                                                          |
| Independently seek new challenges.                                                     | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
  • Mentor: What Would You Do?; Guess How I’m Feeling                                                                                                                                          |
| Demonstrate resiliency and coping skills when faced with challenges (after spilling paint on their favorite shirt are able to help clean up and continue painting). | • Squirrel’s Blocks  
  • Lost Dinosaur  
  • Lost and Found                                                                                                                                                                                                                              |
| **Goal AL-7: Children use a variety of strategies to solve problems in play and everyday tasks.** |                                                                                                                                                                                                                                                      |
| Describe the steps they will use to solve a problem.                                  | • Song: Problem Solving  
  • Book: Milton’s Mittens  
  • Story Problem Strategies                                                                                                                                                                                                                     |
| Apply their prior knowledge to evaluate different strategies for solving a problem.    | • Song: Problem Solving  
  • Book: Milton’s Mittens  
  • Story Problem Strategies                                                                                                                                                                                                                     |
| Explain how they reasoned and solved a problem to another person.                     | Waterford’s social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.  
  • Song: Problem Solving  
  • Book: Milton’s Mittens  
  • Story Problem Strategies                                                                                                                                                                                                                  |
| Demonstrate satisfaction or delight when solving a problem or completing a task.       | Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.  
  • Clubhouse  
  • Marmot’s Basket  
  • Musical Mayhem  
  • Squirrel’s Blocks                                                                                                                                                                                                                          |
| Exhibit flexibility in considering alternative suggestions offered by others           | Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.  
  • Clubhouse  
  • Marmot’s Basket  
  • Musical Mayhem  
  • Squirrel’s Blocks                                                                                                                                                                                                                          |
| Quickly recover from setbacks when working and playing with others.                   |  
  • Clubhouse  
  • Marmot’s Basket  
  • Musical Mayhem  
  • Squirrel’s Blocks                                                                                                                                                                                                                          |
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<td><strong>PLAY AND IMAGINATION</strong></td>
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<td><strong>Goal AL-8: Children engage in increasingly complex play.</strong></td>
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<tr>
<td>Develop and sustain more complex pretend play themes in cooperation with peers.</td>
<td>• Pretend Play</td>
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| Use more complex and varied language to share ideas and influence others during play. | Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.  
• Pretend Play |
| Choose to use new knowledge and skills during play (add features to pretend play scene related to class project, write list, build a structure like that displayed in a book they have read). | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  
• Pretend Play |
| Demonstrate their cultural values and “roles” through play (uses a blanket as a shawl while dancing). | • Pretend Play  
Mentor: Role Play |
| **Goal AL-9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.** |                             |
| Plan pretend play scenarios and use or create a variety of roles, props, or tools to bring them to life. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  
• Pretend Play |
| Use materials or actions in increasingly varied, creative, and resourceful ways to represent experiences or ideas. | • Pretend Play  
• Mentor: Role Play |
| Develop creative solutions in play and daily situations. | • Boo Hoo Baby  
• Baby’s Berries |
| Make up stories, songs or dances for fun during play. | • Mama’s Melody  
• Baby’s Ballet |
| **SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (SED)** |                             |
| **DEVELOPING A POSITIVE SENSE OF SELF** |                             |
| **Goal SED-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks.** |                             |
| Use detail to describe positive feelings about themselves, their physical characteristics, what they can do, and what they have accomplished in a variety of areas. | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
• Mentor: What Would You Do?; Guess How I’m Feeling |
| Express preferences and explain reasons for choices. | • Books: I Hate Peas; Bad News Shoes; Lumpy Mush |
| Express awareness that they are members of different groups (family, clan, preschool class). | • My Family  
• Clubhouse |
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<td><strong>DEVELOPING RELATIONSHIPS</strong></td>
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<tr>
<td><strong>Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks.</strong></td>
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</table>
| Seek out and accept help from trusted adults as needed for emotional support, approval, assistance, social interaction, and help solving problems. | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
  - Mentor: Guess How I’m Feeling; This Belongs to a Friend; Please and Thank You |
| Build and strengthen positive relationships with new teachers or caregivers over time. | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
  - Mentor: Please and Thank You |
| Use language effectively to converse with familiar adults, to ask for help, or to do something. | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
  - Mentor: Guess How I’m Feeling; This Belongs to a Friend; Please and Thank You |
| **Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks.** | |
| Demonstrate social skills when interacting with other children (turn taking, conflict-resolution, sharing). | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
  - Mentor: Guess How I’m Feeling; This Belongs to a Friend; Please and Thank You |
<p>| Form and maintain friendships with other children of diverse cultural backgrounds, abilities, and genders. | Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. |
| Can name qualities that make a good friend. | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. |
| Have effective back-and-forth conversations, negotiate, and plan with other children. | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. |
| Play, interact, and make decisions collaboratively with other children in pairs and small groups (work on project together, exchange ideas). | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. |
| Express respect and caring for all people, celebrating similarities and differences among people of all abilities and cultures. | Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. |</p>
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<tr>
<td><strong>SELF-REGULATION AND PRO-SOCIAL BEHAVIORS</strong></td>
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<tr>
<td>Goal SED-4: Children demonstrate self-regulation, prosocial behaviors, and participate cooperatively as members of a group in play and everyday tasks.</td>
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</table>
| Demonstrates pro-social behaviors, participate in routines, and transition smoothly from one activity to the next with minimal support. | • Clubhouse  
• Marmot’s Basket  
• Soup’s On!  
• Party Time! |
| Make requests clearly and effectively most of the time. | • Find Me!  
• Lost and Found |
| Balance their own needs with those of others in the group most of the time. | • Do I Have To?  
• It’s Not Fair!  
• Musical Mayhem |
| Anticipate consequences of their actions and plan ways to solve problems effectively, with a small amount of guidance and support. | 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.” One example is found in Broken Lamp. Squirrel must decide whether to tell the truth or not, viewing the outcomes of his choices. |
| Use a variety of strategies to solve conflicts with increasing independence and show greater understanding of when to bring a problem to an adult. | Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| Defend self while respecting the rights of others. | Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative as children learn to respect others’ rights as well as their own. |
| Play independently, in pairs, and cooperatively in small groups. | • Clubhouse  
• Marmot’s Basket  
• Soup’s On!  
• Party Time!  
• Pretend Play |
| Initiate play and know how to enter into a group of children who are already involved in play. | • Clubhouse  
• Marmot’s Basket |
| Show social support through encouraging words or actions. (“I’ll be your friend.”) | • Clubhouse  
• Marmot’s Basket |
| Goal SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks | |
| Use increasingly more complex vocabulary to express their feelings, as well as to identify the emotions of others. | • Boo Hoo Baby  
• Lost and Found  
• Lost Dinosaur  
• Papa’s Thumb  
• Noisy Children  
• Baby’s Ball  
• Mentor: Guess What I’m Feeling; Lots of Feelings Activity |
### SOUTH DAKOTA STANDARDS

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<tr>
<th>Goal SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks continued.</th>
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<tbody>
<tr>
<td>Describe reasons for their feelings that may include thoughts and beliefs as well as outside events. (“I’m happy because I wanted to win and I did.”).</td>
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<tr>
<td>Manage emotions, control impulses, and delay gratification with minimal support, coming up with possible problem-solving strategies and solutions for managing their frustrations, calming, and regulating themselves.</td>
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### WATERFORD DIGITAL RESOURCES

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<tbody>
<tr>
<td>• Soup’s On!</td>
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<tr>
<td>• It’s Not Fair!</td>
</tr>
<tr>
<td>• Lost and Found</td>
</tr>
<tr>
<td>• Lost Dinosaur</td>
</tr>
<tr>
<td>• Lost Keys</td>
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<tr>
<td>• Mentor: Lots of Feelings Activity</td>
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<tbody>
<tr>
<td>Waterford’s social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.</td>
</tr>
<tr>
<td>• Squirrel’s Blocks</td>
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<tr>
<td>• Lost Dinosaur</td>
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### Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.

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<tr>
<th>Communicate understanding, empathy, and support for others’ feelings.</th>
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<tr>
<td>Show awareness that their behavior can affect the feelings of others. (“I didn’t mean to hurt you when I threw that.”)</td>
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<tr>
<td>Choose to act in ways that show respect for others’ feelings and points of view most of the time (complement each other during play, work out conflicts, show respect for opinions expressed by others).</td>
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<tr>
<td>Recognize that everyone has emotions and that other people may not feel the same way they do about everything.</td>
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### WATERFORD DIGITAL RESOURCES

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<tbody>
<tr>
<td>• Boo Hoo Baby</td>
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<td>• Baby’s Ball</td>
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<tr>
<td>• Baby’s Ball</td>
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<tr>
<td>• Mentor: Lot’s of Feelings; Guess How I’m Feeling</td>
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<tr>
<td>• It’s Not Fair!</td>
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<tr>
<td>• Do I Have To?</td>
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<tr>
<td>• Musical Mayhem</td>
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### COMMUNICATION, LANGUAGE, AND LITERACY DOMAIN (CLL)

### COMMUNICATING AND ORAL LANGUAGE DEVELOPMENT

<table>
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<tr>
<th>Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.</th>
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<tbody>
<tr>
<td>Initiate and engage in conversation and discussions with adults and other children that include multiple back-and-forth exchanges.</td>
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<tr>
<td>Participate in a group discussion, making comments and asking questions related to the topic.</td>
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<tr>
<td>Provide meaningful responses to questions and pose questions to learn new information, clarify ideas, and have their needs met.</td>
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<tr>
<td>Follow multi-step directions that contain details. (“Please go to your room, find your blue shirt and put the dirty one in the laundry basket.”)</td>
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<tr>
<td>Appreciate and use humor.</td>
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### WATERFORD DIGITAL RESOURCES

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<tr>
<td>Waterford’s social-emotional videos model multiple back and forth conversations, initiated and responded to by different characters.</td>
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<tr>
<td>Question and response conversations within Waterford’s social-emotional videos provide examples as characters ask and answer relevant questions.</td>
</tr>
<tr>
<td>• Lost and Found</td>
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<tr>
<td>• Find Me</td>
</tr>
<tr>
<td>• It’s Not Fair!</td>
</tr>
<tr>
<td>• Do I Have To?</td>
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<tr>
<td>• Where’s Papa?</td>
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Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.

- Mentor: Guess What I’m Feeling; Lots of Feelings; Teaching Children Manners
### Goal CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language.

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<th>SOUTH DAKOTA STANDARDS</th>
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<tbody>
<tr>
<td>Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).</td>
<td>• Mentor: Teaching Young Children Manners; Please and Thank You</td>
</tr>
<tr>
<td>Speak clearly enough to be understood by most people, although may make some pronunciation errors.</td>
<td>Waterford introduces letter sounds with instruction demonstrating the positions of the lips and tongue to form sounds correctly and clearly.</td>
</tr>
</tbody>
</table>
| Use complete sentences that are grammatically correct most of the time to express ideas, feelings, and intentions. | • Song: What is a Sentence?  
• Sentences |

### Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.

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| Use an increasingly rich and sophisticated vocabulary to clearly express their thoughts (using two or more new words each day in play and meaningful contexts). | Waterford online books include bold-faced vocabulary words that children learn to select in a tutorial. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.  
• Vocabulary |
| Tell real or imaginary personal stories with more detail. | • Pretend Play  
Connect to Me |
| Independently sing or create their own songs, chants, and rhymes. | Music is an integral part of Waterford, including songs specific to learning objectives, as well as the use of background classical music throughout the program. Children are often asked to sing along.  
• Sing a Rhyme Songs/Books  
(See titles at end of document.) |
| Act out defined roles and storylines in dramatic play with back-and-forth dialogue with each other. | • Pretend Play  
• Mama’s Melody |
| Uses new subject-specific words after repeated exposure to meaningful experiences and vocabulary (after playing in the block area with an adult, using ramps and balls, talks about ramps and inclines). | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.  
• Informational Books  
(See titles at end of document.) |
| Infer the meaning of new words from the context in which they are used (figuring out the correct names for two new foods when the adult says, “Today we’re having tortillas with beans and empanadas with sauce” by distinguishing between the beans and sauce). | • Song: Rusty and Rosie’s Clues |
| Name other words for objects and actions (synonyms such as walk and stroll) and accurately choose the most appropriate term from two similar words. (“It’s not just warm, it’s burning hot!”) | • Songs: Synonym Tree; Verbs |
| Put similar words into categories (hat, mitten, coat, boot). | • Song: All Sorts of Laundry  
• Book: Buttons, Buttons  
• Sort |
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<tbody>
<tr>
<td><strong>Goal CLL-3</strong>: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary <em>continued</em>.</td>
<td></td>
</tr>
</tbody>
</table>
| Name common opposites for some words. | • Song: Antonym Ant  
• Book: Opposites  
• Opposites |

**FOUNDATIONS FOR READING**

| **Goal CLL-4**: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities. |  |
| Engage in reading behaviors independently with increased focus for longer periods of time. | • Print Directionality Introduction  
• Read with Me Books  
• Read-Along Books  
• Sing a Rhyme Songs/Books  
• Informational Books  
(See titles at end of document.) |
| Demonstrate motivation, interest and enjoyment in reading books and other printed materials, acting out stories while engaged in play independently and with others. | • Read with Me Books  
• Read-Along Books  
• Sing a Rhyme Songs/Books  
• Informational Books  
(See titles at end of document.)  
• Pretend Play |
| Listen to and discuss increasingly complex story books, information books, and poetry. | • Read with Me Books  
• Read-Along Books  
• Sing a Rhyme Songs/Books  
• Informational Books  
(See titles at end of document.) |
| Identify a variety of print resources, including books, magazines, invitations, and cards, as well as e-books and other electronic media if available. | • Print Directionality Introduction  
• Read with Me Books  
• Read-Along Books  
• Sing a Rhyme Songs/Books  
• Informational Books  
(See titles at end of document.) |
| Point to title of book when asked after adult has read title and author. | 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.  
• Print Directionality Introduction |

**Goal CLL-5**: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media.

| Retell a story from a familiar book and relate it to real-life experiences, with prompting and support from an adult. | • Read with Me Books  
• Read-Along Books  
• Sing a Rhyme Songs/Books  
• Informational Books  
(See titles at end of document.)  
• Build Knowledge  
• Connect to Me |
| Make predictions of next steps in a story. | • Peek at the Story  
• What Comes Next? |
### SOUTH DAKOTA STANDARDS

Goal CLL-5: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media continued.

- **Name two or more similarities and differences between two characters, their experiences, or settings, when prompted by an adult.**
  - Books: The City Mouse and the Country Mouse; I Wish I Had Ears Like a Bat; Fawn Eyes

- **Use informational texts and other media to learn about the world, infer from illustrations, ask questions, and talk about the information.**
  - Sing Around the World Songs
  - Informational Books
    - (See titles at end of document.)
  - Build Knowledge

- **Use knowledge of the world to make sense of more challenging texts.**
  - Build Knowledge
  - Mentor: Exploring Your Home City with Your Children

- **Relate personal experiences to an increasing variety of events described in familiar and new books.**
  - Connect to Me

- **Ask more focused and detailed questions about a story or the information in a book.**
  - Look at Details
  - Find an Answer

- **Give a reason for liking, or not liking, a story or book.**
  - Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.

Goal CLL-6: Through their explorations, play and social interactions, children begin to recognize basic concepts of print and discover that they can get meaning from print.

- **Hold a book upright while turning pages one by one from front to back.**
  - Online Picture Story books feature animation that simulates pages turning one by one, from front to back, as the narrator sings the nursery rhyme. At the end of the story, the pages flip back to the front and the narrator reads the highlighted text. For example, “Jack and Jill.”
  - Print Directionality Introduction

- **Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).**
  - Print Concepts
  - Print Directionality
  - Alphabet Introduction (Distinguish Letters)
  - Letters Make Words
  - Words Tell About the Pictures

- **Run their finger under or over print as they pretend to read text, with prompting and support from an adult.**
  - All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Print Directionality is an example that includes a graphic of a hand running a finger over print as the narrator reads. Lessons highlight text for the learner which helps show the sequence of print.
  - Print Directionality

- **Recognize own first name in print and that of some friends.**
  - Name Game (What’s Your Name?)

- **Demonstrate knowledge that a symbol can represent something else; a word can stand for an object, a name for a person, or a picture for the real object (put blocks away on shelf labeled “blocks”).**
  - Picture Story nursery rhyme activities—such as “All the Pretty Horses,” “The Bus,” “My Valentine,” and “Polly, Put the Kettle On”—include a rebus feature. Children can select the rebus illustration to see the word and select the word again to see the illustration.
### SOUTH DAKOTA EARLY LEARNING GUIDELINES 2016

<table>
<thead>
<tr>
<th>SOUTH DAKOTA STANDARDS</th>
<th>WATERFORD DIGITAL RESOURCES</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal CLL-7:</strong> Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness.</td>
<td>Music is an integral part of Waterford, including songs specific to learning objectives, as well as the use of background classical music throughout the program. Children are often asked to sing along.</td>
</tr>
</tbody>
</table>
| Show joy in playing with the sounds of language, repeating songs, poems, finger plays, and rhymes, occasionally adding their own rhymes. | • Syllables  
• Syllable Safari |
| Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g., clapping out each syllable of pup-py, di-no-saur). | |
| Repeat familiar songs, rhymes, and phrases from favorite storybooks. | • Read with Me Books  
Read-Along Books  
Sing a Rhyme Songs/Books  
(See titles at end of document.) |
| Discriminate sounds in spoken language, recognizing rhyming sounds and the first sounds in some words. | • Rhyming Words  
• Rhyme  
• Finish the Picture  
• One Doesn’t Rhyme  
• Initial Sound  
• Right Initial Sound |
| Listen and respond to conversations with adults and other children during play. | 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. |
| Listen attentively to books and stories. | • Read with Me Books  
• Read-Along Books  
• Sing a Rhyme Songs/Books  
• Informational Books  
(See titles at end of document.) |
| **Goal CLL-8:** Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle. | |
| Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet. | • Letter Sound Songs  
• Mama Squirrel’s Sound Song  
• Letter Sound  
• Letter Sound Screening  
• Sound Room  
• Name That Letter Sound  
• Choose a Sound  
• Letters Make Words |
| Recognize and name at least half of both upper and lower-case letters of the alphabet, including those in their own name and other words that are the most meaningful to them. | • ABC Songs  
• Alphabet Introduction (Distinguish Letters)  
• Pick the Letter (Letter Checker)  
• Fast Letter Fun  
• Hidden Letters  
• Hidden Pictures  
• Letter Pictures  
• Find the Letter  
• Name That Letter  
• Name Game (What’s Your Name?) |
### SOUTH DAKOTA STANDARDS

**Goal CLL-8:** Through their explorations, play, and social interactions, children develop knowledge of letters and the alphabetic principle *continued.*

<table>
<thead>
<tr>
<th>Activity</th>
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</table>
| Make some sound-to-letter matches, using letter name knowledge. (Notice the letter “b” with a ball and say, “ball,” say, “a-a-apple.”) | • Letter Sound Songs  
• Mama Squirrel’s Sound Song  
• Letter Sound  
• Letter Sound Screening  
• Sound Room  
• Name That Letter Sound |
| Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. | • Initial Sound  
• Right Initial Sound |

### FOUNDATIONS FOR WRITING

**Goal CLL-9:** Through their explorations, play, and social interactions, children use writing and drawing as means of communication.

<table>
<thead>
<tr>
<th>Activity</th>
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</table>
| Represent thoughts and ideas in drawings and by writing letters or letter-like forms. | • Dots, Lines, and Circles  
• Letter Trace (Letter Picture Writing)  
• Letters Make Words |
| Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate their thoughts, stories, and experiences for an adult to write. | • Letters Make Words  
• Words Tell About the Pictures |
| Independently engage in writing behaviors for various purposes (write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  
• Dots, Lines, and Circles  
• Letter Trace (Letter Picture Writing)  
• Letters Make Words |
| Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, computers and other electronic devices. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  
• Dots, Lines, and Circles  
• Letter Trace (Letter Picture Writing)  
• Letters Make Words |

**Goal CLL-10:** Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.

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<tbody>
<tr>
<td>Use a variety of writing tools and materials with increasing precision.</td>
<td>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</td>
</tr>
</tbody>
</table>
| Use drawing to represent their ideas and begin to use some recognizable letters and approximations of letters to attempt to write some familiar words and communicate a message. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  
• Dots, Lines, and Circles  
• Letter Trace (Letter Picture Writing)  
• Letters Make Words |
| Attempt to write their own name using a variety of materials (crayons, markers, in sand or shaving cream). | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.  
• Dots, Lines, and Circles  
• Letter Trace (Letter Picture Writing)  
• Name Game (What’s Your Name?) |
### SOUTH DAKOTA STANDARDS

**Goal CLL-10:** Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills *continued.*

- Try to connect the sounds in spoken words with letters in the written word. (Write "M" and say, "This is Mommy.")

- Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.

**WATERFORD DIGITAL RESOURCES**

- 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?

- Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.

- Dots, Lines, and Circles
- Letter Trace (Letter Picture Writing)
- Letters Make Words

### LEARNING NEW LANGUAGES

**Goal CLL-11:** Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.

- Name at least one example of a language other than their home language.

- Say simple greetings in another language, such as "hola" ("hello" in Spanish) and "adios" ("goodbye" in Spanish) or use sign language to express a greeting.

- Play with sounds and intonation of new languages as well as their home language.

**WATERFORD DIGITAL RESOURCES**

- Sing Around the World Songs are sung in English, then repeated in the language of the country represented.
  - 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)

- Sing Around the World Songs are sung in English, then repeated in the language of the country represented. "Oh Welcome My Friends" offers the greeting "Shalom."
  - Build Knowledge: Noise? What Noise?

- Sing Around the World Songs are sung in English, then repeated in the language of the country represented.
### SOUTH DAKOTA EARLY LEARNING GUIDELINES 2016

**SOUTH DAKOTA STANDARDS**

Goal CLL-11: Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.

Identify names of common objects in the environment in a language other than their home language.

**WATERFORD DIGITAL RESOURCES**

Sing Around the World Songs are sung in English, then repeated in the language of the country represented.

- 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)

### COGNITIVE DEVELOPMENT DOMAIN (CD)

**CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING**

Goal CD-1: Through their explorations, play, and social interactions children use their senses to discover and construct knowledge about the world around them.

Intentionally explore objects, tools, and materials and make simple comparisons about their properties (compare the weight of two objects on a balance scale).

- Song: Measuring Plants
- Science Tools
- Science Investigation

Express knowledge gathered through their senses using play, art, language, and other forms of representation in a way that communicates their thoughts to others (dance like a thunderstorm).

- Song: Five Senses
- Book: I Wish I Had Ears Like a Bat
- Sight
- Hearing
- Touch
- Smell
- Taste
- Pretend Play
- Mentor: Senses Worksheet

Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a make-believe story was not real).

- Real and Make-believe

Organize and use information through matching, grouping, and sequencing.

- Songs: All Sorts of Laundry; Same and Different
- Book: Buttons, Buttons
- Sort
- Order Size
- First, Next, and Last
- Match
- Matching
**SOUTH DAKOTA EARLY LEARNING GUIDELINES 2016**

**SOUTH DAKOTA STANDARDS** | **WATERFORD DIGITAL RESOURCES**
--- | ---
**Goal CD-2:** Through their explorations, play, and social interactions children recall information and apply it to new situations and problems. |  
Demonstrate their ability to apply what they know about everyday experiences to new situations. |  
- Pretend Play  
- Connect to Me
Describe past events in order, including details or personal reactions. |  
- First, Next, and Last  
- What Comes Next?  
- Sum Up, Remember Order  
- Connect to Me
Describe how a past event relates to something happening currently or in the future. (“We found worms at Grandpa’s, too!”) |  
- Connect to Me
Make predictions about what will happen and explain their thinking. |  
- What Comes Next?  
- Predicting  
- Peek at the Story
Try to solve problems they have solved in the past in new ways, using what they have learned. |  
Waterford social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Introduce detailed or complex ideas or actions into play, based on previous knowledge or experience. |  
- Pretend Play
Use reasoning to come to conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. |  
- Song: Five Senses  
- Books: I Wish I Had Ears Like a Bat; Milton’s Mittens  
- Sight  
- Hearing  
- Touch  
- Smell  
- Taste  
- Pretend Play  
- Blending Riddles  
- Mentor: Senses Worksheet
**Goal CD-3:** Through their explorations, play, and social interactions children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions. |  
Compare differences between pretend and real experiences; use language to identify pretend or make-believe situations. (“That’s a pretend story.”) |  
- Real and Make-believe  
- Pretend Play  
- Read-Along Books  
(See titles at end of document.)
Express understanding that others may have different thoughts, beliefs, or feelings than their own. (“I like ketchup and you don’t.”) |  
Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
- Mentor: Lots of Feelings; Personal Space Circle
Use language to describe their thinking processes with adult support. |  
Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.
Explain how they draw conclusions based on evidence they have gathered. |  
- Observe a Simple System  
- Plants  
- Plant Experiment
### SOUTH DAKOTA STANDARDS

**MATHMATICAL THINKING AND EXPRESSION**

Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.

<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Rote count by ones to 20 with increasing accuracy.</td>
<td>• Counting Songs&lt;br&gt;• Make and Count Groups&lt;br&gt;• Match Numbers</td>
</tr>
<tr>
<td>Look at a group of up to 5 objects and quickly see and say, or sign the number of objects.</td>
<td>• Moving Target (Dots)&lt;br&gt;• Match Numbers&lt;br&gt;• Make and Count Groups</td>
</tr>
<tr>
<td>With guidance and support, match numerals 1-5 to sets of objects.</td>
<td>• Match Numbers&lt;br&gt;• Make and Count Groups</td>
</tr>
<tr>
<td>Count the number of items in a group of up to 10 objects and know that the last number tells how many.</td>
<td>• Counting Songs&lt;br&gt;• Make and Count Groups&lt;br&gt;• Match Numbers&lt;br&gt;• One-to-one Correspondence</td>
</tr>
<tr>
<td>Use fingers, objects, and drawings to show adding and taking away up to 5.</td>
<td>• Songs: Addition; Pirates Can Add; On the Bayou; Circus Subtraction; Subtract Those Cars; Bakery Subtraction&lt;br&gt;• Book: Five Delicious Muffins&lt;br&gt;• Add Groups&lt;br&gt;• Subtract Groups&lt;br&gt;• Act Out Addition&lt;br&gt;• Act Out Subtraction</td>
</tr>
<tr>
<td>Explore simple addition with support. (When adding a group of 3 and a group of 2, counts, keeping track on fingers, “One, two, three…” and then counts on, “Four, five!”)</td>
<td>• Songs: Addition; Pirates Can Add; On the Bayou&lt;br&gt;• Add Groups&lt;br&gt;• Act Out Addition</td>
</tr>
<tr>
<td>Verbally count backward from 5 using fingers and use that skill to subtract a given number. (When asked how many would be left if we took 2 fingers away, counts, “Five, four, three!”)</td>
<td>• Songs: Counting Backward; Circus Subtraction; Subtract Those Cars; Bakery Subtraction&lt;br&gt;• Books: A Space Adventure; Five Delicious Muffins&lt;br&gt;• Count Down&lt;br&gt;• Subtract Groups&lt;br&gt;• Act Out Subtraction</td>
</tr>
<tr>
<td>Recognize numerals up to 10 and attempt to write them during play and daily activities.</td>
<td>• Counting Songs&lt;br&gt;• Number Songs&lt;br&gt;• Math Books&lt;br&gt;• Number Instruction</td>
</tr>
<tr>
<td>Use and understand the terms “first” through “fifth” and “last” in their play and daily activities. (“The engine is first, and the caboose is last.”)</td>
<td>• Book: The Circus Comes to Town&lt;br&gt;• Order Numbers&lt;br&gt;• First, Next, and Last</td>
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Goal CD-5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Create 2-dimensional shapes and 3-dimensional structures to create symmetry (are the same on both sides) or to represent real-world objects. (“We are building a castle and we need a round block for the tunnel.”)</td>
<td>• Songs: Kites; Shapes, Shapes, Shapes&lt;br&gt;• Books: The Shape of Things; Imagination Shapes&lt;br&gt;• Symmetry&lt;br&gt;• Circle, Square, Triangle, Rectangle&lt;br&gt;• Star, Semicircle, Octagon, Oval, Diamond&lt;br&gt;• Simple Shapes&lt;br&gt;• Solid Shapes&lt;br&gt;• World Shapes</td>
</tr>
<tr>
<td>SOUTH DAKOTA STANDARDS</td>
<td>WATERFORD DIGITAL RESOURCES</td>
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<tr>
<td><strong>Goal CD-5:</strong> Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes <strong>continued.</strong></td>
<td></td>
</tr>
</tbody>
</table>

Name basic shapes, such as circle, triangle, square, and rectangle, and describe their characteristics using descriptive and geometric attributes. ("That's a triangle; it's pointy." "It's a circle because it's round.")

- **Songs:** Shapes, Shapes, Shapes; Kites
- **Books:** The Shape of Things; Imagination Shapes
- **Simple Shapes**
- **Circle, Square, Triangle, Rectangle**

Recognize that a shape remains the same shape when it changes position.

- **Song:** Congruent Parts
- **Congruence**
- **Similar Figures**
- **Geoboard**
- **Tangrams**

Take a shape apart to make new shapes, such as finding two triangles in a square.

- **Geoboard**
- **Tangrams**

| **Goal CD-6:** Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects. |

Identify and use measurements tools, such as ruler, scales, measuring cups, thermometer, clock, as well as non-standard objects (measure length of shadow using shoes).

- **Songs:** Measuring Plants; Clock Hands
- **Science Tools**
- **Length**
- **Capacity**
- **Tell Time**

Directly compare more than two objects by size, length, or weight. ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string).

- **Songs:** Measuring Plants; Large, Larger, Largest
- **Size**
- **Length**

Sort a group of up to 10 objects using two attributes (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and color).

- **Song:** All Sorts of Laundry
- **Book:** Buttons, Buttons
- **Sort**

Arrange up to 5 objects in order according to characteristics or attributes, such as height (put 4 water toys in order from shortest to tallest).

- **Songs:** Savanna Size; Large, Larger, Largest
- **Size**
- **Order Size**

Sort objects onto a large graph according to one attribute, such as size, shape, or color and name the category that has the most, least.

- **Song:** All Sorts of Laundry
- **Book:** Buttons, Buttons
- **Sort**
- **Calendar/Graph Weather**

Identify, repeat, extend, and describe a simple pattern in the context of play or daily activities, routines, play, or in nature. ("Look, that zebra has a white stripe, black stripe, white stripe, black stripe!")

- **Song:** Train Station Patterns
- **Patterns**
- **Pattern AB**
- **Pattern ABB**
- **Pattern ABC**

| **Goal CD-7:** Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems. |

Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.

- **Book:** Milton’s Mittens
- **Problem Solving Strategies**
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<th>WATERFORD DIGITAL RESOURCES</th>
</tr>
</thead>
</table>
| **Goal CD-7:** Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems continued. | • Soup’s On!  
• Make and Count Groups  
• One-to-one correspondence |
| Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). | • Song: Train Station Patterns  
• Book: Milton’s Mittens  
• Patterns  
• Pattern AB; ABB; ABC  
• Calendar/Graph Weather |
| Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack differently colored blocks to represent classmates’ answers to a survey question). | • Soup’s On!  
• Make and Count Groups  
• One-to-one correspondence  
• Patterns  
• Pattern AB; ABB; ABC |
| Begin to explain how a mathematical problem was solved. (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”) | • Number Instruction  
• One-to-one Correspondence  
• Bug Bits  
• Length  
• Capacity |
| Gather mathematical information (quantity, measurement of objects, etc.) to answer questions of interest. | • Songs: Conservation; Pollution Rap; I Am Part of All I See  
• Pollution and Recycling |

**SCIENTIFIC EXPLORATION AND KNOWLEDGE**

**Goal CD-8:** As a result of their explorations and participation in simple investigations through play, children observe, describe, and demonstrate respect for living things, the environment, and the physical world.

| Demonstrates respect, wonder and appreciation for the environment by participating in activities that help to care for the environment. With support explain that their actions and actions of others can change the environment (gathering cans for recycling, planting trees). | • Books: Mela’s Water Pot; Everybody Needs to Eat  
• Water  
• Healthy Plants Needs |
| Take responsibility for the care of living things (independently feed pet as daily chore, water plant when leaves drop, help weed vegetable garden). | • Songs: Conservation; Pollution Rap; I Am Part of All I See  
• Pollution and Recycling |
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<td><strong>Goal CD-8:</strong> As a result of their explorations and participation in simple investigations through play, children observe, describe, and demonstrate respect for living things, the environment, and the physical world <em>continued.</em></td>
<td><strong>Describe basic things plants and animals need to live and grow (sunlight, water, food). Identify changes that take place over time.</strong></td>
</tr>
<tr>
<td>Describe items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).</td>
<td></td>
</tr>
<tr>
<td>Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).</td>
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<tr>
<td>Provide simple rationale for future movement and speed of an object based on past experience. (“Last time I made the ramp really high the marble went really fast.”)</td>
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<tr>
<td>Observe and use words to describe physical changes and their possible causes, such as solid turning to liquid.</td>
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<tr>
<td>Sort objects or materials by attributes and describe the attributes used to sort (size, color, shape, sound).</td>
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<tr>
<td>Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.</td>
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<tr>
<td><strong>Waterford Digital Resources</strong></td>
<td><strong>Songs:</strong> Plants Are Growing; Plant or Animal; Food From Plants</td>
</tr>
<tr>
<td><strong>Book:</strong> That’s What I Like: A Book About Seasons; Everybody Needs to Eat</td>
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<tr>
<td><strong>Food From Plants</strong></td>
<td></td>
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<tr>
<td><strong>Plants</strong></td>
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<tr>
<td><strong>Water</strong></td>
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<tr>
<td><strong>Sun</strong></td>
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<tr>
<td><strong>Mammals, Birds, Fish</strong></td>
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<tr>
<td><strong>Amphibians, Reptiles, Insects, Invertebrates</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring, Summer, Fall, Winter</strong></td>
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</table>

- **Songs:** All Sorts of Laundry  |
| **Book:** Buttons, Buttons  |
| **Sort**  |
| **Size**  |
| **Rocks** |  |

- **Songs:** Push and Pull  |
| **Weather** |  |
| **Sun, Moon** |  |
| **Spring, Summer, Fall, Winter** |  |
| **Song:** Matter  |
| **Book:** Pancakes Matter  |
| **States of Water** |  |

- **Songs:** Sun Blues; The Moon; Four Seasons; Precipitation  |
<p>| <strong>Book:</strong> That’s What I Like: A Book About Seasons  |
| <strong>Weather</strong> |  |
| <strong>Sun</strong> |  |
| <strong>Moon</strong> |  |
| <strong>Spring, Summer, Fall, Winter</strong> |  |</p>
<table>
<thead>
<tr>
<th>SOUTH DAKOTA STANDARDS</th>
<th>WATERFORD DIGITAL RESOURCES</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal CD-9:</strong> As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</td>
<td></td>
</tr>
<tr>
<td>Represent what they learn during their scientific explorations through drawing, 3-D models, diagrams, movement, or other methods.</td>
<td>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</td>
</tr>
</tbody>
</table>
| Identify the five senses as ways they can learn more about the world and uses their senses to do so.                                                                                                                      | • Song: Five Senses  
• Book: I Wish I Had Ears Like a Bat  
• Sight  
• Hearing  
• Touch  
• Smell  
• Taste |
| Use an increasing variety of tools to investigate the world around them, solve problems, and complete tasks, extending what they can observe and do through their senses alone (measuring tools, magnifying glasses, balance, prism, droppers) | • Song: Five Senses  
• Book: I Wish I Had Ears Like a Bat  
• Sight  
• Hearing  
• Touch  
• Smell  
• Taste  
• Science Investigation  
• Science Tools |
| Compare objects, materials, and phenomena by observing and describing their physical characteristics.                                                                                                                   | • Make Comparisons  
• Look at Details                                                                                      |
| Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).                                                                                               | • Print Directionality Introduction  
• Build Knowledge  
• Mentor: Science Experiment: Health                                                                                                                 |
| Make predictions, providing a rationale based on past experiences and then carry out simple investigations to test their predictions. Gather data and communicate simple conclusions (with adult support, predict which objects will sink or float, make two column chart labeled by picture of object sinking and another floating, and draw the objects in appropriate columns after observing which ones sink). | • Observe a Simple System  
• Plant Experiment  
• Calendar/Graph Weather                                                                              |
| Follow a simple visual plan or model to construct something new.                                                                                                                                                     | • Geoboard  
• Tangrams                                                                                                  |
| Make adjustments to their constructions or creations to improve function, stability, or appearance.                                                                                                               | • Geoboard  
• Tangrams                                                                                                  |
| Use scientific process words (predict, experiment, compare, measure) and scientific content words (plant, animal, magnet, weather) in discussions during science experiences.                                      | • Song: The Scientific Method  
• Science Investigation  
• Weather  
• Magnets  
• Plants  
• Plant or Animal |

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<tr>
<td><strong>Goal CD-9:</strong> As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations continued.</td>
<td>Use the computer and other technology, if available, to explore how their actions can cause an effect. While interacting with Waterford, children become familiar with technology and 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.</td>
</tr>
</tbody>
</table>

**SOCIAL STUDIES, FAMILY, AND COMMUNITY CONNECTIONS**

<p>| <strong>Goal CD-10:</strong> Through their explorations, play, and social interactions, children demonstrate an understanding of relationships, roles, and what it means to be a participating member of their families and the diverse groups/communities they belong to. | Talk about a wide circle of family members and other people important to the family, their relationships to each other, and their shared experiences. | • Books: Mine; José Three; Grandpa’s Great Athlete; My Super Sticky Sandwich; Play Ball; The Germs; Family Vacation • My Family • Come Inside |
| | Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions in a way that demonstrates their understanding of the roles. | • Pretend Play • Papa’s Play • Mentor: Role Play; What Would You Do?; This Belongs to a Friend; Lots of Feelings |
| | <strong>Goal CD-10:</strong> Through their explorations, play, and social interactions, children demonstrate an understanding of relationships, roles, and what it means to be a participating member of their families and the diverse groups/communities they belong to. continued | Identify themselves as individuals and as belonging to a family, as well as other groups such as their preschool class or faith community). | • Books: Mine; José Three • Clubhouse • My Family • Come Inside |
| | | View themselves as contributing members of various groups with both rights and responsibilities (share, take turns, follow rules, take responsibility for simple jobs) | Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative. |
| | | Participate in creating and following expectations/rules and routines. | • Mentor: Clean Up Together; Garbage Elves; Guess My Rule |
| | | Demonstrate confidence in expressing individual opinions and thoughts, while respecting those of others. | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. |</p>
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</table>
| **Goal CD-11:** Through their explorations, play, and social interactions children identify and demonstrate appreciation of similarities and differences between themselves and others. | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
- Song: Same and Different  
- Book: Mine |
| Name several similarities and differences between themselves and others as well as benefits of those similarities and differences. | Show acceptance of differences through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). |
| • 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) |
| Demonstrate an understanding that there are diverse families and backgrounds and all have value (talk positively about how other children have different family structures than their own; share family traditions/routines, ask questions to learn about the traditions of others). | Demonstrate respect for the thoughts and opinions of others, even when different from their own. |
| Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. |
| Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
- Mentor: Lots of Feelings; Personal Space Circle; Teaching Children Manners; Please and Thank You; Role Play |

**CREATIVE ARTS AND EXPRESSION**

<p>| <strong>Goal CD-12:</strong> Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design individually and collaboratively, including drawings, paintings, collages, and sculptures. | Describe experiences, ideas, emotions, people, and objects represented in their artwork. |
| Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Draw or build representations of familiar people, places, and new understandings from topics of study with a variety of materials. | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |</p>
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<tr>
<td>Goal CD-12: Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama continued.</td>
<td>Plan and act out scenes based on books, stories, everyday life, and imagination alone or with others, creating and engaging in increasingly detailed and extended scenarios in their dramatic play.</td>
</tr>
</tbody>
</table>
| | • Pretend Play  
| | • Papa's Play  
| | • Mama's Melody  
| | • Mentor: Role Play; What Would You Do? |
| | Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music and participate in a variety of musical and rhythmic experiences, including singing, clapping to the beat, listening, and using musical instruments. |
| | Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program. Children are often asked to clap to the beat or sing along. |
| | • Baby's Ballet  
| | • Mama's Melody |
| Goal CD-13: Children demonstrate an appreciation for different forms of art including visual arts, music, expressive movement, and drama. | Show appreciation for a variety of art, including that of their own culture and community, as well as others. |
| | • Squirrel's Sketches  
| | • Baby's Ballet  
| | • Mama's Melody |
| | Participate in and use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly. (“We need a stage for our puppet show.”) |
| | • Mentor: A Spring Snack, Craft, and Book |
| | Demonstrate value and respect for their own artwork and that of their peers. |
| | • Squirrel's Sketches  
| | • Baby’s Ballet  
| | • Mama’s Melody |

**HEALTH AND PHYSICAL DEVELOPMENT DOMAIN (HPD)**

**PHYSICAL HEALTH AND GROWTH**

**Goal HPD-1: Children develop healthy eating habits.**

| Demonstrate willingness to try new healthy foods and make nutritious eating choices independently and with support. | • Song: Health  
| | • Healthy Food  
| | • Mentor: March is National Nutrition Month |

Regulate food consumption based on their own feelings of hunger and fullness

Given a selection of familiar foods, identify which foods are nutritious and which are not.

Talk about variety and serving size of foods needed to be healthy, naming some foods and beverages that help to build healthy bodies.
### SOUTH DAKOTA STANDARDS

<table>
<thead>
<tr>
<th>Goal HPD-2: Children engage in active physical play indoors and outdoors.</th>
<th>WATERFORD DIGITAL RESOURCES</th>
</tr>
</thead>
</table>
| Communicate ways exercise keeps us healthy and makes us feel good. | • Song: Health  
• Book: We All Exercise  
• Exercise and Rest |
| Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). | • Book: We All Exercise  
• Exercise and Rest |
| Transition independently from active to quiet activities most of the time. |  |
| Develop strength and stamina by increasing their amount of play and activity, using more muscles for longer periods of time. | • Book: We All Exercise  
• Exercise and Rest |

### Goal HPD-3: Children develop healthy sleeping habits.

| Communicate ways sleep keeps us healthy and makes us feel good. | • Exercise and Rest |
| Independently start and participate in sleep routines most of the time, including listening to calming songs and/or stories. | • Exercise and Rest |
| Stay awake and alert except during voluntary nap time. | Engaging activities in Waterford hold children’s attention as they concentrate on each task. |

### MOTOR DEVELOPMENT

<table>
<thead>
<tr>
<th>Goal HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.</th>
<th>WATERFORD DIGITAL RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate stability, flexibility, and balance while performing complex movements by standing on one foot, turning, stretching, bending, hopping, balancing on beams, jumping, and moving to music.</td>
<td>Waterford UPSTART families receive weekly messages that often include suggestions and activities to help their children develop gross motor skills.</td>
</tr>
<tr>
<td>Demonstrate more coordination of upper and lower body when, throwing, catching, kicking, bouncing objects, swinging, and hitting objects with racquets or paddles.</td>
<td>Waterford UPSTART families receive weekly messages that often include suggestions and activities to help their children develop gross motor skills.</td>
</tr>
<tr>
<td>Move quickly through the environment and be able to both change directions and stop (run fast, pedal fast).</td>
<td>Waterford UPSTART families receive weekly messages that often include suggestions and activities to help their children develop gross motor skills.</td>
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### SOUTH DAKOTA STANDARDS

<table>
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<tr>
<th>Goal HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment continued.</th>
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</table>
| Show awareness of own body in relation to other people and objects while moving through space. When asked, can move in front of, beside, or behind someone or something else. | • Position  
• First, Middle, Last  
• Inside, Outside, Between  
• Over, Under, Above, Below  
• Above, Below, Next to, On  
• Mentor: Personal Space Circle |
| Participate in play and movement activities and describe how physical activity contributes to their overall health ("Exercise helps make me strong!"). | • Song: Health  
• Book: We All Exercise  
• Exercise and Rest |
| **Goal HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.** |  |
| Engage in complex hand-eye coordination activities and play with a moderate degree of precision and control (fastening clothing, cut shapes, put together small pieces, string beads). | The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.  
• Mentor: Letter Recognition Collage Craft; Being Thankful: A Thanksgiving Craft; Springtime Ladybug Craft; A Spring Snack, Craft, and Book |
| Display strength and control while using a variety of tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers. | • Mentor: Letter Recognition Collage Craft; Being Thankful: A Thanksgiving Craft; Springtime Ladybug Craft; A Spring Snack, Craft, and Book |
| Draw and write figures with more detail (faces with features, letters, or letter-like forms). | • Dots, Lines, and Circles  
• Letter Trace (Letter Picture Writing) |
| Participate in self-help skills, such as buttoning, zipping, snapping and pouring. | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
• Mentor: Waiting Game; Clean Up Together |

### SELF-CARE, SAFETY, AND WELL-BEING

<table>
<thead>
<tr>
<th>Goal HPD-6: Children develop personal hygiene and self-care skills.</th>
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<td><strong>SOUTH DAKOTA STANDARDS</strong></td>
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<td>Dress and undress themselves independently.</td>
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</table>
| Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, flushing, throwing tissues away. | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
• Mentor: Science Experiment, Health |
| Help with meal and snack preparation. | Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.  
• Mentor: A Spring Snack, Craft, and Book |
| Describe the value of good health practices to their well-being (wash hands to get rid of germs, drink milk to build strong bones). | • Song: Health  
• Book: The Germs  
• Healthy Food  
• Avoid Germs and Prevent Illness  
• Mentor: Science Experiment, Health |
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<td><strong>Goal HPD-7: Children use safe behaviors and personal safety practices with support from adults.</strong></td>
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<tr>
<td>Identify, avoid, and alert other children to potentially dangerous behaviors, such as keeping a safe distance from swings.</td>
<td>• Mentor: Emergency Preparedness for Kids; Fire Safety for Kids</td>
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<tr>
<td>Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm.</td>
<td>• Mentor: Emergency Preparedness for Kids; Fire Safety for Kids</td>
</tr>
<tr>
<td>With support, show how to respond safely in emergency situations, such as fire or tornado, and in the presence of strangers or dangerous objects. Recognize basic safety symbols, such as poison symbols.</td>
<td>• Mentor: Emergency Preparedness for Kids; Fire Safety for Kids</td>
</tr>
<tr>
<td>Know how and when to alert adults to dangerous situations or in an emergency, including in public places, such as a store, identifying people who may be able to help them.</td>
<td>• Mentor: Emergency Preparedness for Kids; Fire Safety for Kids</td>
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</table>
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

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; Moorose Are Not Meese; Little Barry Busy

Informational Books
The Piñata; 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)
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

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 Humbold; 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 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.

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, Gooey 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.