

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*Ohio's Early  
Learning and  
Development  
Standards: Birth  
to Kindergarten  
Entry 2012*

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OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>DOMAIN: LANGUAGE AND LITERACY</b>	
<b>STRAND: LISTENING AND SPEAKING</b>	
<b>TOPIC: RECEPTIVE LANGUAGE AND COMPREHENSION</b>	
Demonstrate understanding of increasingly complex concepts and longer sentences.	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>
Ask meaning of words.	Waterford online books include bold-faced vocabulary words. Students learn to select these words in a tutorial. When selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.
Follow two-step directions or requests.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
<b>TOPIC: EXPRESSIVE LANGUAGE</b>	
Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	Videos model conversations and discussions between various characters and demonstrate appropriate conversation rules. Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.
Describe familiar people, places, things and experiences.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. <ul style="list-style-type: none"> <li>Look at Details</li> </ul>
Use drawings or other visuals to add details to verbal descriptions.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
<p>With modeling and support, use the conventions of standard English. (Grammar)</p> <ul style="list-style-type: none"> <li>Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc.</li> <li>Form regular plural nouns orally by adding /s/ or /es/.</li> <li>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>	<ul style="list-style-type: none"> <li>Songs: Nouns; Verbs; More Than One; Preposition Ship; What Is a Sentence?; It Happened Yesterday</li> <li>Nouns</li> <li>Pronouns</li> <li>Verbs</li> <li>Past Tense Verbs</li> <li>Plural Nouns</li> <li>More Than One song</li> <li>Sum Up, Five Ws</li> <li>Sentences</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: EXPRESSIVE LANGUAGE</b> <i>continued</i>	
With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in Literature and Informational Books enable students to read and be read to and to respond to texts. <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)
With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)	Waterford online books include bold-faced vocabulary words. Students learn to select these words in a tutorial. When selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.
Identify real-life connections between words and their use. (Vocabulary)	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)	<ul style="list-style-type: none"> <li>• Songs: Verbs; Look For a Clue</li> <li>• Book: Opposites</li> <li>• Synonyms</li> <li>• Opposites</li> </ul>
<b>TOPIC: SOCIAL COMMUNICATION</b>	
With modeling and support, follow typical patterns when communicating with others (e.g., listen to others, take turns talking and speaking about the topic or text being discussed).	Videos model conversations and discussions between various characters and demonstrate appropriate conversation rules. Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.
With modeling and support, continue a conversation through multiple exchanges.	Videos model conversations and discussions between various characters and demonstrate appropriate conversation rules. Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.
<b>STRAND: READING</b>	
<b>TOPIC: READING COMPREHENSION</b>	
Ask and answer questions, and comment about characters and major events in familiar stories.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> </ul> (See titles at end of document.) <ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• What Comes Next?</li> <li>• Look at Details</li> <li>• Find an Answer</li> </ul>
Retell or re-enact familiar stories.	<ul style="list-style-type: none"> <li>• Sum Up, Remember Order</li> <li>• Sum Up, Five Ws</li> <li>• What Comes Next?</li> <li>• Find an Answer</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: READING COMPREHENSION</b> <i>continued</i>	
Identify characters and major events in a story.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• What Comes Next?</li> <li>• Look at Details</li> <li>• Find an Answer</li> </ul>
Demonstrate an understanding of the differences between fantasy and reality.	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> </ul>
With modeling and support, describe what part of the story the illustration depicts.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• What Comes Next?</li> </ul>
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	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.
With modeling and support, identify the topic of an informational text that has been read aloud.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Find an Answer</li> <li>• Look at Details</li> </ul>
With modeling and support, describe, categorize and compare and contrast information in informational text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Find an Answer</li> <li>• Look at Details</li> <li>• Make Comparisons</li> </ul>
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Find an Answer</li> <li>• Look at Details</li> <li>• Make Comparisons</li> </ul>
Actively engage in group reading with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
<b>TOPIC: FLUENCY</b>	
With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts	<p>The online books in Waterford are read by narrators who model phrasing, intonation, and expression, while the highlighted text encourages students to follow along.</p> <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: PRINT CONCEPTS</b>	
Demonstrate an understanding of basic conventions of print in English and other languages.	Each song in the Sing Around the World series begins in English followed in the native language of the country represented. As the song plays, text is displayed, highlighted word by word, with the English version and the native language version. <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> </ul>
Orient books correctly for reading and turn pages one at a time.	Waterford online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions.
Demonstrate an understanding that print carries meaning.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>
<b>TOPIC: PHONOLOGICAL AWARENESS</b>	
With modeling and support, recognize and produce rhyming words.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>
With modeling and support, recognize words in spoken sentences.	Students continually follow instructions in order to complete activities in Waterford. Online books and activities highlight each word as the narrator speaks, so students see and hear words spoken in sentences.
With modeling and support identify, blend and segment syllables in spoken words. With modeling and support, orally blend and segment familiar compound words.	<ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>
With modeling and support, blend and segment onset and rime in single-syllable spoken words.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Blending</li> <li>• Blending Dragon</li> <li>• Blend Every Sound</li> <li>• Phoneme Segmentation</li> </ul>
With modeling and support identify initial and final sounds in spoken words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Where Is the Sound?</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: LETTER AND WORD RECOGNITION</b>	
With modeling and support, recognize and “read” familiar words or environmental print.	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Words Tell About the Pictures</li> </ul>
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Pictures</li> <li>• Name That Letter</li> <li>• Hidden Letters</li> <li>• What’s Your Name?</li> </ul>
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	<ul style="list-style-type: none"> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Pictures</li> <li>• ABC Songs</li> <li>• Letters Make Words</li> <li>• Name That Letter</li> <li>• Hidden Letters</li> </ul>
With modeling and support, recognize the sounds associated with letters.	<ul style="list-style-type: none"> <li>• Get Started with Sounds</li> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Where Is the Sound?</li> </ul>
<b>STRAND: WRITING</b>	
<b>TOPIC: WRITING PROCESS</b>	
Use a 3-finger grasp of dominant hand to hold a writing tool.	Waterford encourages everyone to have writing and art materials available for children’s creations.
Demonstrate an understanding of the structure and function of print.	<ul style="list-style-type: none"> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Picture Writing</li> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Words Tell About the Pictures</li> </ul>
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	<ul style="list-style-type: none"> <li>• Lines, Dots, and Circles</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Picture Writing</li> <li>• What’s Your Name?</li> </ul>
With modeling and support, demonstrate letter formation in “writing.”	<ul style="list-style-type: none"> <li>• Lines, Dots, and Circles</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Picture Writing</li> </ul>
With modeling and support, show awareness that one letter or cluster of letters represents one word.	<ul style="list-style-type: none"> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Picture Writing</li> <li>• Letters Make Words</li> <li>• Print Concepts</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: WRITING APPLICATION AND COMPOSITION</b>	
"Read" what they have written.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- What You Can Do With Rusty and Rosy's Five Strands of Reading</li> <li>- 12 Ways to Nurture a Love for Reading in Your Preschooler</li> </ul> </li> <li>• Families are provided information about creating and reading words on page 16 of the Waterford UPSTART Activity Book.</li> </ul>
With modeling and support, notice and sporadically use punctuation in writing.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentence Marks</li> </ul>
With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Picture Writing</li> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>
With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Picture Writing</li> <li>• Print Concepts</li> </ul>
With modeling and support, discuss and respond to questions from others about writing/drawing.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- Being Thankful: A Thanksgiving Craft</li> </ul> </li> </ul>
With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>
With modeling and support, explore a variety of digital tools to express ideas.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- Going on an Alphabet Sound Hunt</li> </ul> </li> </ul>
<b>DOMAIN: COGNITION AND GENERAL KNOWLEDGE</b>	
<b>SUB-DOMAIN: MATHEMATICS</b>	
<b>STRAND: NUMBER SENSE</b>	
<b>TOPIC: NUMBER SENSE AND COUNTING</b>	
Count to 20 by ones with increasing accuracy.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> <li>• Order Numbers</li> </ul>
Identify and name numerals 1-9.	<ul style="list-style-type: none"> <li>• Number Books</li> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Number Practice</li> <li>• Picture Puzzle</li> <li>• Shape Puzzle</li> <li>• Bug Fun</li> <li>• Moving Target</li> </ul>



OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: NUMBER SENSE AND COUNTING</b> <i>continued</i>	
Identify without counting small quantities of up to 3 items. (Subitize)	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Moving Target (Dots)</li> <li>• Bug Fun</li> <li>• Match Numbers</li> </ul>
Demonstrate one-to-one correspondence when counting objects up to 10.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• One-to-One Correspondence</li> <li>• Make and Count Groups</li> <li>• Number Instruction</li> <li>• Number Counting</li> <li>• Bug Fun</li> </ul>
Understand that the last number spoken tells the number of objects counted.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Make and Count Groups</li> <li>• One-to-One Correspondence</li> <li>• Number Instruction</li> <li>• Number Counting</li> <li>• Bug Fun</li> </ul>
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Make and Count Groups</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>
<b>STRAND: NUMBER RELATIONSHIPS AND OPERATIONS</b>	
<b>TOPIC: NUMBER RELATIONSHIPS</b>	
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou; Counting Songs</li> <li>• Books: Five Delicious Muffins; Number Books</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Dominoes</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>
<b>STRAND: ALGEBRA</b>	
<b>TOPIC: GROUP AND CATEGORIZE</b>	
Sort and classify objects by one or more attributes (e.g., size, number).	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: PATTERNING</b>	
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> <li>• Logic Game</li> </ul>
Create patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> <li>• Logic Game</li> </ul>
<b>STRAND: MEASUREMENT AND DATA</b>	
<b>TOPIC: DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES</b>	
Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size</li> <li>• Match</li> <li>• Size</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Length</li> <li>• Capacity</li> </ul>
Order objects by measurable attribute (e.g., biggest to smallest, etc.).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Match</li> <li>• Size</li> <li>• Order Size</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Capacity</li> </ul>
Measure length and volume (capacity) using non-standard or standard measurement tools.	<ul style="list-style-type: none"> <li>• Length</li> <li>• Capacity</li> </ul>
<b>TOPIC: DATA ANALYSIS</b>	
Collect data by categories to answer simple questions.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Books: One More Cat; Buttons, Buttons</li> <li>• Calendar/Graph Weather</li> </ul>
<b>STRAND: GEOMETRY</b>	
<b>TOPIC: SPATIAL RELATIONSHIPS</b>	
Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/ below, beside/ between, in front of/ behind and next to.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Above, Below, Next to, On</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: IDENTIFY AND DESCRIBE SHAPES</b>	
Understand and use names of shapes when identifying objects.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> </ul>
Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> </ul>
<b>TOPIC: ANALYZE, COMPARE, AND CREATE SHAPES</b>	
Compare two-dimensional shapes, in different sizes and orientations, using informal language.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Congruent Parts</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Similar Figures</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> <li>• Congruence</li> <li>• Tangrams</li> <li>• Geoboard</li> </ul>
Create shapes during play by building, drawing, etc.	<ul style="list-style-type: none"> <li>• Tangrams</li> <li>• Geoboard</li> </ul>
Combine simple shapes to form larger shapes.	<ul style="list-style-type: none"> <li>• Tangrams</li> <li>• Geoboard</li> </ul>
<b>SUB-DOMAIN: SCIENCE</b>	
<b>STRAND: SCIENCE INQUIRY AND APPLICATION</b>	
<b>TOPIC: INQUIRY</b>	
Explore objects, materials and events in the environment.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Materials</li> <li>• See “Family Engagement Resources” at end of document.                             <ul style="list-style-type: none"> <li>- Science Experiment: Health</li> <li>- Senses Worksheet #1</li> </ul> </li> </ul>
Make careful observations.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• See “Family Engagement Resources” at end of document.                             <ul style="list-style-type: none"> <li>- Science Experiment: Health</li> <li>- Senses Worksheet #1</li> </ul> </li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: INQUIRY</b> <i>continued</i>	
Pose questions about the physical and natural environment.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Materials</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Mountains</li> <li>• Rainforests</li> <li>• Ecosystems</li> </ul>
Describe, compare, sort, classify, and order.	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> </ul>
Record observations using words, pictures, charts, graphs, etc.	<ul style="list-style-type: none"> <li>• Book: One More Cat</li> <li>• Observe a Simple System</li> </ul>
Use simple tools to extend investigation.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Materials</li> <li>• See “Family Engagement Resources” at end of document.                             <ul style="list-style-type: none"> <li>- Going on an Alphabet Sound Hunt</li> <li>- Keypad Practice Sheet</li> <li>- Calculator Worksheet #1</li> </ul> </li> </ul>
Identify patterns and relationships.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Weather Patterns</li> <li>• Moon Patterns</li> <li>• Sun, Moon, and Earth</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>
Make predictions.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Book: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigations</li> <li>• Science Tools</li> </ul>
Make inferences, generalizations and explanations based on evidence.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Book: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigations</li> <li>• Science Tools</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: INQUIRY</b> <i>continued</i>	
Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• See “Family Engagement Resources” at end of document.                             <ul style="list-style-type: none"> <li>- Going on an Alphabet Sound Hunt</li> <li>- Science Experiment: Health</li> </ul> </li> </ul>
<b>STRAND: EARTH AND SPACE SCIENCE</b>	
<b>TOPIC: EXPLORATIONS OF THE NATURAL WORLD</b>	
With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon; I Am Part of All I See; Precipitation; Pollution Rap; Seasons</li> <li>• Books: Star Pictures; That’s What I Like, a Book About Seasons</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> <li>• Precipitation</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Rainforests</li> <li>• Pollution and Recycling</li> </ul>
With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Pollution Rap; Conservation</li> <li>• Book: I Want to Be a Scientist Like George Washington Carver</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>
<b>STRAND: PHYSICAL SCIENCE</b>	
<b>TOPIC: EXPLORATIONS OF ENERGY</b>	
With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).	<ul style="list-style-type: none"> <li>• Song: Solid or Liquid</li> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Solid and Liquid</li> <li>• Materials</li> <li>• See “Family Engagement Resources” at end of document.                             <ul style="list-style-type: none"> <li>- Science Experiment: Health</li> </ul> </li> </ul>
With modeling and support, explore the position and motion of objects.	<ul style="list-style-type: none"> <li>• Songs: Push and Pull; Positioning; Monster Trucks</li> <li>• Books: Mr. Mario’s Neighborhood; Up in the Air</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• First, Middle, Last</li> <li>• Push and Pull</li> </ul>
With modeling and support, explore the properties and characteristics of sound and light.	<ul style="list-style-type: none"> <li>• Book: My Family Campout</li> <li>• Sun</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND: LIFE SCIENCE	
TOPIC: EXPLORATIONS OF LIVING THINGS	
<p>With modeling and support, identify physical characteristics and simple behaviors of living things.</p>	<ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See</li> <li>• Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>
<p>With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).</p>	<ul style="list-style-type: none"> <li>• Songs: Fish; Plant or Animal; Food From Plants; Plants Are Growing</li> <li>• Books: Guess What I Am; Creepy Crawlers; Follow the Apples!</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</li> <li>• Plant or Animal</li> <li>• Plants</li> <li>• Food From Plants</li> <li>• Summer</li> <li>• Spring</li> <li>• Winter</li> <li>• Fall</li> </ul>
<p>With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p>	<ul style="list-style-type: none"> <li>• Songs: Vertebrates; Invertebrates; Fish</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Body Parts</li> <li>• Parts of the Face</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</li> <li>• Invertebrates</li> </ul>
<p>With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).</p>	<ul style="list-style-type: none"> <li>• Amphibians</li> <li>• Observe a Simple System</li> <li>• Birds</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: EXPLORATIONS OF LIVING THINGS</b> <i>continued</i>	
With modeling and support, recognize similarities and differences between people and other living things.	<ul style="list-style-type: none"> <li>• Songs: Same and Different</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Plants</li> <li>• Water</li> <li>• Sun</li> </ul>
<b>SUB-DOMAIN: SOCIAL STUDIES</b>	
<b>STRAND: HISTORY</b>	
<b>TOPIC: HISTORICAL THINKING AND SKILLS</b>	
Demonstrate an understanding of time in the context of daily experiences.	<ul style="list-style-type: none"> <li>• Book: How Long Is a Minute?</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>
Develop an awareness of his/her personal history.	<ul style="list-style-type: none"> <li>• Books: Mine; Jose Three</li> <li>• My Family</li> </ul>
<b>TOPIC: HERITAGE</b>	
Develop an awareness and appreciation of family cultural stories and traditions.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• Book: Jose Three</li> <li>• My Family</li> <li>• Soup's On!</li> <li>• Baby's Birthday</li> <li>• Party Time</li> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- Teach the Joy of Giving Year Round</li> <li>- Homemade Halloween Pizza</li> <li>- 13 Spooky Books for Halloween</li> <li>- Coloring Pages: Cinco de Mayo; Christmas; Kwanzaa; Hanukkah; Thanksgiving; Halloween; Easter</li> </ul> </li> </ul>
<b>STRAND: GEOGRAPHY</b>	
<b>TOPIC: SPATIAL THINKING AND SKILLS</b>	
Demonstrate a beginning understanding of maps as actual representations of places.	Each song in the Sing Around the World series begins with a map showing the location of the country.
<b>TOPIC: HUMAN SYSTEMS</b>	
Identify similarities and differences of personal, family and cultural characteristics, and those of others.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Books: In the Rain; Seeing Fingers; Mine; Jose Three</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND: GOVERNMENT</b>	
<b>TOPIC: CIVIC PARTICIPATION SKILLS</b>	
Understand that everyone has rights and responsibilities within a group.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Soup's On!</li> <li>• Clubhouse</li> <li>• Do I Have To?</li> <li>• See "Family Engagement Resources" at end of document.               <ul style="list-style-type: none"> <li>- Teaching Children Manners</li> <li>- Garbage Elves</li> <li>- Please and Thank You</li> <li>- Telling the Truth</li> <li>- Clean Up Together</li> </ul> </li> </ul>
Demonstrate cooperative behaviors and fairness in social interactions.	<p>Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative. Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.               <ul style="list-style-type: none"> <li>- Teaching Children Manners</li> <li>- Please and Thank You</li> <li>- Telling the Truth</li> </ul> </li> </ul>
With modeling and support, negotiate to solve social conflicts with peers.	<p>Waterford's social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.               <ul style="list-style-type: none"> <li>- Teaching Children Manners</li> <li>- Please and Thank You</li> </ul> </li> </ul>
With modeling and support, demonstrate an awareness of the outcomes of choices.	<p>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.</p> <ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.               <ul style="list-style-type: none"> <li>- Telling the Truth</li> </ul> </li> </ul>
<b>TOPIC: RULES AND LAWS</b>	
With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.               <ul style="list-style-type: none"> <li>- Emergency Preparedness for Kids</li> <li>- Fire Safety Activities for Kids</li> </ul> </li> </ul>



OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND: ECONOMICS</b>	
<b>TOPIC: SCARCITY</b>	
With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.
<b>TOPIC: PRODUCTION AND CONSUMPTION</b>	
With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	<ul style="list-style-type: none"> <li>• Book: Follow the Apples!</li> <li>• Food From Plants</li> </ul>
With modeling and support, demonstrate responsible consumption and conservation of resources.	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> </ul>
<b>STRAND: COGNITIVE SKILLS</b>	
<b>TOPIC: MEMORY</b>	
Communicate about past events and anticipate what comes next during familiar routines and experiences.	<ul style="list-style-type: none"> <li>• Book: I Can't Wait (book about expected future experiences)</li> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- Emergency Preparedness for Kids</li> <li>- Role Play</li> <li>- Teaching Young Children About Dr. King</li> <li>- What Would You Do?</li> </ul> </li> </ul>
<b>TOPIC: MEMORY <i>continued</i></b>	
With modeling and support, remember and use information for a variety of purposes.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Sum Up, Remember Order</li> <li>• Sum Up, Five Ws</li> <li>• Look at Details</li> <li>• Memorization</li> </ul>
Recreate complex ideas, events/situations with personal adaptations.	Waterford encourages everyone to have writing and art materials available for children's creations.
<b>TOPIC: SYMBOLIC THOUGHT</b>	
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Distinguish Letters (Alphabet Introduction)</li> </ul>
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- Role Play</li> <li>- What Would You Do?</li> </ul> </li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: REASONING AND PROBLEM-SOLVING</b>	
Demonstrate ability to solve everyday problems based upon past experience.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Baby's Ball</li> </ul>
Solve problems by planning and carrying out a sequence of actions.	<ul style="list-style-type: none"> <li>• Marmot Basket</li> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Perfect Present</li> </ul>
Seek more than one solution to a question, problem or task.	Waterford's social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Explain reasoning for the solution selected.	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."
<b>DOMAIN: APPROACHES TOWARD LEARNING</b>	
<b>STRAND: INITIATIVE</b>	
<b>TOPIC: INITIATIVE AND CURIOSITY</b>	
Seek new and varied experiences and challenges (takes risks).	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Magnets</li> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- Role Play</li> <li>- What Would You Do?</li> <li>- Find the Ball</li> </ul> </li> </ul>
Demonstrate self-direction while participating in a range of activities and routines.	<p>Children follow routines independently as they progress through the Waterford sequence of activities.</p> <p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p>
Ask questions to seek explanations about phenomena of interest.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Magnets</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: PLANNING, ACTION, AND REFLECTION</b>	
Develop, initiate and carry out simple plans to obtain a goal.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Marmot Basket</li> <li>• Perfect Present</li> <li>• Party Time</li> </ul>
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me: Legs; Fawn Eyes; Ooey, Goopy Mud</li> </ul>
<b>STRAND: ENGAGEMENT AND PERSISTENCE</b>	
<b>TOPIC: ATTENTION</b>	
Focus on an activity with deliberate concentration despite distractions.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
<b>TOPIC: PERSISTENCE</b>	
Carry out tasks, activities, projects or experiences from beginning to end.	Waterford helps children build persistence by allowing them to select Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task. Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.
Focus on the task at hand even when frustrated or challenged.	Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
<b>STRAND: CREATIVITY</b>	
<b>TOPIC: INNOVATION AND INVENTION</b>	
Use imagination and creativity to interact with objects and materials.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. <ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Materials</li> <li>• Magnets</li> <li>• See "Family Engagement Resources" at end of document. <ul style="list-style-type: none"> <li>- Lots of Feelings Activity</li> <li>- What Would You Do?</li> <li>- Role Play</li> <li>- Letter Recognition Collage Craft</li> </ul> </li> </ul>
Engage in inventive social play.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Party Time!</li> <li>• See "Family Engagement Resources" at end of document. <ul style="list-style-type: none"> <li>- Role Play</li> <li>- Rock-a-bye, Baby Lullaby</li> <li>- Garbage Elves</li> </ul> </li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: EXPRESSION OF IDEAS AND FEELINGS THROUGH THE ARTS</b>	
Express individuality, life experiences, and what they know and are able to do through a variety of media.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Squirrel's Sketches</li> <li>• Mama's Melody</li> <li>• Papa's Play</li> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- Role Play</li> <li>- What Would You Do?</li> </ul> </li> </ul>
Express interest in and show appreciation for the creative work of others.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- Exploring Your Home City With Your Child</li> </ul> </li> </ul>
<b>DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>STRAND: SELF</b>	
<b>TOPIC: AWARENESS AND EXPRESSION OF EMOTION</b>	
Recognize and identify own emotions and the emotions of others.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Boo Hoo Baby</li> <li>• It's Not Fair!</li> <li>• Musical Mayhem</li> </ul>
Communicate a range of emotions in socially accepted ways.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Do I Have To?</li> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- Lots of Feelings</li> </ul> </li> </ul>
<b>TOPIC: SELF-CONCEPT</b>	
Identify the diversity in human characteristics and how people are similar and different.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Books: In the Rain; Seeing Fingers; Mine</li> </ul>
Compare own characteristics to those of others.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• Book: Mine</li> <li>• My Family</li> <li>• My Name Is Squirrel</li> </ul>
<b>TOPIC: SELF-REGULATION</b>	
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>
Demonstrate the ability to delay gratification for short periods of time.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.</p> <ul style="list-style-type: none"> <li>• Find Me!</li> <li>• See "Family Engagement Resources" at end of document.</li> <li>• Waiting Game</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: SELF-REGULATION</b> <i>continued</i>	
With modeling and support, show awareness of the consequences for his/her actions.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. <ul style="list-style-type: none"> <li>• Do I Have To?</li> </ul>
<b>TOPIC: SENSE OF COMPETENCE</b>	
Show confidence in own abilities and accomplish routine and familiar tasks independently.	Children follow routines independently as they progress through the Waterford sequence of activities.
<b>STRAND: RELATIONSHIPS</b>	
<b>TOPIC: ATTACHMENT</b>	
Express affection for familiar adults.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. <ul style="list-style-type: none"> <li>• My Family</li> <li>• Where's Papa</li> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- Lots of Feelings</li> </ul> </li> </ul>
Seek security and support from familiar adults in anticipation of challenging situations.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- Lots of Feelings</li> </ul> </li> </ul>
Separate from familiar adults in a familiar setting with minimal distress.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- Lots of Feelings</li> <li>- Role Play</li> </ul> </li> </ul>
<b>TOPIC: INTERACTIONS WITH ADULTS</b>	
Engage in extended, reciprocal conversations with familiar adults.	Waterford's social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences. Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. <ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.                             <ul style="list-style-type: none"> <li>- Lots of Feelings</li> </ul> </li> </ul>
Request and accept guidance from familiar adults.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Where's Papa</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• See "Family Engagement Resources" at end of document.</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: PEER INTERACTIONS AND RELATIONSHIPS</b>	
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• See “Family Engagement Resources” at end of document. <ul style="list-style-type: none"> <li>- Role Play</li> </ul> </li> </ul>
Demonstrate socially competent behavior with peers.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>
With modeling and support, negotiate to resolve social conflicts with peers.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative. The characters model problem-solving strategies that include individual methods as well as seeking adult help. <ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document. <ul style="list-style-type: none"> <li>- Role Play</li> <li>- Please and Thank You</li> </ul> </li> </ul>
<b>TOPIC: EMPATHY</b>	
Express concern for the needs of others and people in distress.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book. <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> <li>• Noisy Children</li> <li>• Musical Mayhem</li> </ul>
Show regard for the feelings of other living things.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative. Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.
<b>DOMAIN: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT</b>	
<b>STRAND: MOTOR DEVELOPMENT</b>	
<b>TOPIC: LARGE MUSCLE: BALANCE AND COORDINATION</b>	
Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	Waterford UPSTART families receive weekly messages that include suggestions and activities to help their children develop gross motor skills.
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	Waterford UPSTART families receive weekly messages that include suggestions and activities to help their children develop gross motor skills.
Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).	Waterford UPSTART families receive weekly messages that include suggestions and activities to help their children develop gross motor skills.
Demonstrate spatial awareness in physical activity or movement.	Waterford UPSTART families receive weekly messages that include suggestions and activities to help their children develop gross motor skills.

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: SMALL MUSCLE: TOUCH, GRASP, REACH, MANIPULATE</b>	
Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
Use classroom and household tools independently with eye-hand coordination to carry out activities.	The daily use of a touch pad or mouse helps develops hand-eye coordination. See “Family Engagement Resources” at end of document. <ul style="list-style-type: none"> <li>- Letter Recognition Collage Craft</li> <li>- Being Thankful: A Thanksgiving Craft</li> <li>- Springtime Ladybug Craft</li> <li>- A Spring Snack, Craft, and Book</li> </ul>
<b>TOPIC: ORAL-MOTOR</b>	
Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	<ul style="list-style-type: none"> <li>• Tongue Twister Sound Song</li> </ul>
<b>TOPIC: SENSORY-MOTOR</b>	
Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	Engaging activities throughout the program hold the student's attention while focusing on each task.
<b>STRAND: PHYSICAL WELL-BEING</b>	
<b>TOPIC: BODY AWARENESS</b>	
Identify and describe the function of body parts.	<ul style="list-style-type: none"> <li>• Song: I Touch My Nose Like This</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Parts of the Face</li> <li>• Body Parts</li> </ul>
<b>TOPIC: PHYSICAL ACTIVITY</b>	
Participate in structured and unstructured active physical play exhibiting strength and stamina.	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
Demonstrate basic understanding that physical activity helps the body grow and be healthy.	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
<b>TOPIC: NUTRITION</b>	
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul>
Distinguish nutritious from non-nutritious foods.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>
<b>TOPIC: SELF-HELP</b>	
Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.
Follow basic health practices.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul>

OHIO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>TOPIC: SAFETY PRACTICES</b>	
With modeling and support, identify and follow basic safety rules.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> <li>• See “Family Engagement Resources” at end of document.                             <ul style="list-style-type: none"> <li>- Emergency Preparedness for Kids</li> <li>- Fire Safety Activities for Kids</li> </ul> </li> </ul>
Identify ways adults help to keep us safe.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.                             <ul style="list-style-type: none"> <li>- Emergency Preparedness for Kids</li> </ul> </li> </ul>
With modeling and support, identify the consequences of unsafe behavior.	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> </ul>
With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.                             <ul style="list-style-type: none"> <li>- Emergency Preparedness for Kids</li> </ul> </li> </ul>
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.                             <ul style="list-style-type: none"> <li>- Emergency Preparedness for Kids</li> </ul> </li> </ul>





**PRE-READING**

**Sing a Rhyme Songs & Books**

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

**Informational Books**

Opposites, Pairs, Watch the Woolly Worm

**Read with Me Books**

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

**Decodable Books**

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

**BASIC READING**

**Traditional Tales**

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

**Informational Books**

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

**Readable Books (Read or Record)**

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

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

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

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

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

### Sentence Dictation Titles

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

## PRE-MATH & SCIENCE

### Math Books

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

### Science Books

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

### Counting Songs

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

### Number Songs

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

## BASIC MATH & SCIENCE

### Math & Science Books

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

## FLUENT MATH & SCIENCE

### Math & Science Books

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

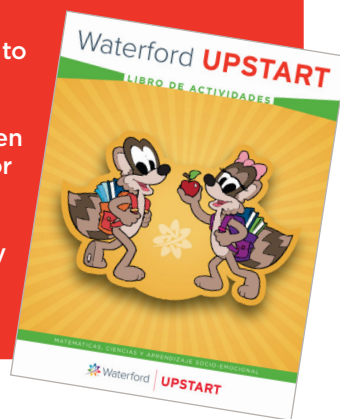
## FAMILY ENGAGEMENT RESOURCES

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

### WATERFORD MENTOR

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

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



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

### SAMPLE ACTIVITIES

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

#### Social-Emotional Learning

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

#### Math and Science

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

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

#### Language and Literacy

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

#### Books (coming soon in Spanish)

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

### CONTINUAL DEVELOPMENT

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