

# CURRICULUM *Correlation*



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# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>DOMAIN: LANGUAGE AND LITERACY</b>		
<b>STRAND: LISTENING AND SPEAKING</b>		
<b>TOPIC: RECEPTIVE LANGUAGE AND COMPREHENSION</b>		
<i>No clear alignment with Ohio's Early Learning Standards</i>	<ul style="list-style-type: none"> <li>• P-LC 1 Child attends to communication and language from others.</li> <li>• P-LC 1a Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.</li> <li>• P-LC 1b Shows ongoing connection to a conversation, group discussion, or presentation.</li> </ul>	<p>Waterford's social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate.</p> <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Marmot Basket</li> <li>• Musical Mayhem</li> <li>• Find Me</li> </ul>
L4 Demonstrate understanding of increasingly complex concepts and longer sentences.	<ul style="list-style-type: none"> <li>• P-LC 2 Child understands and responds to increasingly complex communication and language from others.</li> <li>• P-LC 2a Shows an ability to recall (in order) multiple step directions.</li> <li>• P-LC 2b Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/Why?"</li> <li>• P-LC 2c Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.</li> <li>• P-LC 2d Shows an understanding of talk related to the past or future.</li> <li>• P-LC 2e Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>
L5.1 Ask meaning of words.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	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.

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: RECEPTIVE LANGUAGE AND COMPREHENSION <i>continued</i>		
L5.2 Follow two-step directions or requests.	<ul style="list-style-type: none"> <li>• P-LC 2 Child understands and responds to increasingly complex communication and language from others.</li> <li>• P-LC 2a Shows an ability to recall (in order) multiple step directions.</li> <li>• P-LC 2b Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/Why?”</li> <li>• P-LC 2c Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.</li> <li>• P-LC 2d Shows an understanding of talk related to the past or future.</li> <li>• P-LC 2e Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.</li> </ul>	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.

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OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: EXPRESSIVE LANGUAGE		
L6 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.	<ul style="list-style-type: none"> <li>• P-LC 3 Child varies the amount of information provided to meet the demands of the situation.</li> <li>• P-LC 3a Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.</li> <li>• P-LC 3b Uses language, spoken or sign, to clarify a word or statement when misunderstood.</li> <li>• P-LC 3c Children who are DLLs may switch between their languages.</li> <li>• P-LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways.</li> <li>• P-LC 5a Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.</li> <li>• P-LC 5b Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.</li> <li>• P-LC 5c Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.</li> </ul>	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.
L7.1 Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	<ul style="list-style-type: none"> <li>• P-LC 4 Child understands, follows, and uses appropriate social and conversational rules.</li> <li>• P-LC 4a Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</li> <li>• P-LC 4b With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</li> </ul>	Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: EXPRESSIVE LANGUAGE <i>continued</i>		
L7.2 Describe familiar people, places, things and experiences.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	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>
L7.3 Use drawings or other visuals to add details to verbal descriptions.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
<p>L9 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>P-LC 7 Child shows understanding of word categories and relationships among words.</li> <li>P-LC 7a Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.</li> <li>P-LC 7b Discusses new words in relation to known words and word categories, such as "It fell to the bottom when it sank" or "When you hop it's like jumping on one leg" or "The bear and fox are both wild animals."</li> <li>P-LC 7c Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.</li> <li>P-LC 7d Identifies key common antonyms, such as black/white or up/down. Identifies 1-2 synonyms for very familiar words, such as glad or happy.</li> <li>P-LC 7e Shows an ability to distinguish similar words, such as "I don't like it, I love it!" or "It's more than tall, it's gigantic" or "It's so cold, it's frosty."</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'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: EXPRESSIVE LANGUAGE <i>continued</i>		
L10 With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	<ul style="list-style-type: none"> <li>• P-LC 6 Child understands and uses a wide variety of words for a variety of purposes.</li> <li>• P-LC 6a Demonstrates the use of multiple (2-3) new words or signs a day during play and other activities.</li> <li>• P-LC 6b Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</li> <li>• P-LC 6c With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes.</li> <li>• P-LC 6d With support, forms guesses about the meaning of new words from context clues.</li> </ul>	<p>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.</p> <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 (See titles at end of document.)</li> </ul>
L11 With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)	<ul style="list-style-type: none"> <li>• P-LC 6 Child understands and uses a wide variety of words for a variety of purposes.</li> <li>• P-LC 6a Demonstrates the use of multiple (2-3) new words or signs a day during play and other activities.</li> <li>• P-LC 6b Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</li> <li>• P-LC 6c With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes.</li> <li>• P-LC 6d With support, forms guesses about the meaning of new words from context clues.</li> </ul>	<p>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.</p>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: EXPRESSIVE LANGUAGE <i>continued</i>		
L11 Identify real-life connections between words and their use. (Vocabulary)	<ul style="list-style-type: none"> <li>• P-LC 7 Child shows understanding of word categories and relationships among words.</li> <li>• P-LC 7a Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.</li> <li>• P-LC 7b Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”</li> <li>• P-LC 7c Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.</li> <li>• P-LC 7d Identifies key common antonyms, such as black/white or up/down. Identifies 1-2 synonyms for very familiar words, such as glad or happy.</li> <li>• P-LC 7e Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”</li> </ul>	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
L12 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>• P-LC 7 Child shows understanding of word categories and relationships among words.</li> <li>• P-LC 7a Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.</li> <li>• P-LC 7b Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”</li> <li>• P-LC 7c Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.</li> <li>• P-LC 7d Identifies key common antonyms, such as black/white or up/down. Identifies 1-2 synonyms for very familiar words, such as glad or happy.</li> <li>• P-LC 7e Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”</li> </ul>	<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>



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OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>TOPIC: SOCIAL COMMUNICATION</b>		
L13.1 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).	<ul style="list-style-type: none"> <li>• P-LC 4 Child understands, follows, and uses appropriate social and conversational rules.</li> <li>• P-LC 4a Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</li> <li>• P-LC 4b With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</li> </ul>	Waterford 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.
L13.2 With modeling and support, continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> <li>• P-LC 4 Child understands, follows, and uses appropriate social and conversational rules.</li> <li>• P-LC 4a Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</li> <li>• P-LC 4b With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</li> </ul>	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>		
L15.1 Ask and answer questions, and comment about characters and major events in familiar stories.	<ul style="list-style-type: none"> <li>• P-LIT 5 Child asks and answers questions about a book that was read aloud.</li> <li>• P-LIT 5a Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."</li> <li>• P-LIT 5b Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.</li> <li>• P-LIT 5c Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.</li> </ul>	<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>

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OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: READING COMPREHENSION <i>continued</i>		
L15.2 Retell or re-enact familiar stories.	<ul style="list-style-type: none"> <li>• P-LIT 4 Child demonstrates an understanding of narrative structure through storytelling/re-telling.</li> <li>• P-LIT 4a Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.</li> <li>• P-LIT 4b Tells fictional or personal stories using a sequence of at least 2–3 connected events.</li> <li>• P-LIT 4c Identifies characters and main events in books and stories.</li> </ul>	<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>
L16.1 Identify characters and major events in a story.	<ul style="list-style-type: none"> <li>• P-LIT 4 Child demonstrates an understanding of narrative structure through storytelling/re-telling.</li> <li>• P-LIT 4a Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.</li> <li>• P-LIT 4b Tells fictional or personal stories using a sequence of at least 2–3 connected events.</li> <li>• P-LIT 4c Identifies characters and main events in books and stories.</li> </ul>	<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>
L16.2 Demonstrate an understanding of the differences between fantasy and reality.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> </ul>
L17.1 With modeling and support, describe what part of the story the illustration depicts.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• What Comes Next?</li> </ul>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: READING COMPREHENSION <i>continued</i>		
L17.2 With modeling and support, name the author and illustrator of a story and what part each person does for a book.	<ul style="list-style-type: none"> <li>• P-LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</li> <li>• P-LIT 2a Understands that print is organized differently for different purposes, such as a note, list, or storybook.</li> <li>• P-LIT 2b Understands that written words are made up of a group of individual letters.</li> <li>• P-LIT 2c Begins to point to single-syllable words while reading simple, memorized texts.</li> <li>• P-LIT 2d Identifies book parts and features, such as the front, back, title, and author.</li> </ul>	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.
L18.1 With modeling and support, identify the topic of an informational text that has been read aloud.	<ul style="list-style-type: none"> <li>• P-LIT 5 Child asks and answers questions about a book that was read aloud.</li> <li>• P-LIT 5a Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."</li> <li>• P-LIT 5b Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.</li> <li>• P-LIT 5c Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.</li> </ul>	<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>
L18.2 With modeling and support, describe, categorize and compare and contrast information in informational text.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>

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OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>TOPIC: READING COMPREHENSION</b> <i>continued</i>		
L19.1 With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
L19.2 Actively engage in group reading with purpose and understanding.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>		
L.20 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	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
<b>TOPIC: PRINT CONCEPTS</b>		
L21.1 Demonstrate an understanding of basic conventions of print in English and other languages.	<ul style="list-style-type: none"> <li>• P-LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</li> <li>• P-LIT 2a Understands that print is organized differently for different purposes, such as a note, list, or storybook.</li> <li>• P-LIT 2b Understands that written words are made up of a group of individual letters.</li> <li>• P-LIT 2c Begins to point to single-syllable words while reading simple, memorized texts.</li> <li>• P-LIT 2d Identifies book parts and features, such as the front, back, title, and author.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> </ul>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>TOPIC: PRINT CONCEPTS</b> <i>continued</i>		
L21.2 Orient books correctly for reading and turn pages one at a time.	<ul style="list-style-type: none"> <li>• P-LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</li> <li>• P-LIT 2a Understands that print is organized differently for different purposes, such as a note, list, or storybook.</li> <li>• P-LIT 2b Understands that written words are made up of a group of individual letters.</li> <li>• P-LIT 2c Begins to point to single-syllable words while reading simple, memorized texts.</li> <li>• P-LIT 2d Identifies book parts and features, such as the front, back, title, and author.</li> </ul>	Waterford online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions.
L21.3 Demonstrate an understanding that print carries meaning.	<ul style="list-style-type: none"> <li>• P-LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</li> <li>• P-LIT 2a Understands that print is organized differently for different purposes, such as a note, list, or storybook.</li> <li>• P-LIT 2b Understands that written words are made up of a group of individual letters.</li> <li>• P-LIT 2c Begins to point to single-syllable words while reading simple, memorized texts.</li> <li>• P-LIT 2d Identifies book parts and features, such as the front, back, title, and author.</li> </ul>	<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>		
L22.1 With modeling and support, recognize and produce rhyming words.	<ul style="list-style-type: none"> <li>• P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound.</li> <li>• P-LIT 1a Provides one or more words that rhyme with a single given target, such as "What rhymes with log?"</li> <li>• P-LIT 1b Produces the beginning sound in a spoken word, such as "Dog begins with /d/."</li> <li>• P-LIT 1c Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: PHONOLOGICAL AWARENESS <i>continued</i>		
L22.2 With modeling and support, recognize words in spoken sentences.	<ul style="list-style-type: none"> <li>• P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound.</li> <li>• P-LIT 1a Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</li> <li>• P-LIT 1b Produces the beginning sound in a spoken word, such as “Dog begins with /d/.</li> <li>• P-LIT 1c Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”</li> </ul>	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.
L23 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>• P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound.</li> <li>• P-LIT 1a Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</li> <li>• P-LIT 1b Produces the beginning sound in a spoken word, such as “Dog begins with /d/.</li> <li>• P-LIT 1c Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”</li> </ul>	<ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>
L24.1 With modeling and support, blend and segment onset and rime in single-syllable spoken words.	<ul style="list-style-type: none"> <li>• P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound.</li> <li>• P-LIT 1a Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</li> <li>• P-LIT 1b Produces the beginning sound in a spoken word, such as “Dog begins with /d/.</li> <li>• P-LIT 1c Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: PHONOLOGICAL AWARENESS <i>continued</i>		
L24.2 With modeling and support identify initial and final sounds in spoken words.	<ul style="list-style-type: none"> <li>• P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound.</li> <li>• P-LIT 1a Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</li> <li>• P-LIT 1b Produces the beginning sound in a spoken word, such as “Dog begins with /d/.</li> <li>• P-LIT 1c Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”</li> </ul>	<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>
TOPIC: LETTER AND WORD RECOGNITION		
L25.1 With modeling and support, recognize and “read” familiar words or environmental print.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
L25.2 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>• P-LIT 3 Child identifies letters of the alphabet and produces correct sounds associated with letters.</li> <li>• P-LIT 3a Names 18 upper- and 15 lower-case letters.</li> <li>• P-LIT 3b Knows the sounds associated with several letters.</li> </ul>	<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>
L26.1 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>• P-LIT 3 Child identifies letters of the alphabet and produces correct sounds associated with letters.</li> <li>• P-LIT 3a Names 18 upper- and 15 lower-case letters.</li> <li>• P-LIT 3b Knows the sounds associated with several letters.</li> </ul>	<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>
L26.2 With modeling and support, recognize the sounds associated with letters.	<ul style="list-style-type: none"> <li>• P-LIT 3 Child identifies letters of the alphabet and produces correct sounds associated with letters.</li> <li>• P-LIT 3a Names 18 upper- and 15 lower-case letters.</li> <li>• P-LIT 3b Knows the sounds associated with several letters.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>STRAND: WRITING</b>		
<b>TOPIC: WRITING PROCESS</b>		
L28.1 Use a 3-finger grasp of dominant hand to hold a writing tool.	<ul style="list-style-type: none"> <li>• P-PMP 3 Child demonstrates control, strength, and coordination of small muscles.</li> <li>• P-PMP 3a Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.</li> <li>• P-PMP 3b Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.</li> </ul>	Waterford encourages everyone to have writing and art materials available for children's creations.
L28.2 Demonstrate an understanding of the structure and function of print.	<ul style="list-style-type: none"> <li>• P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks.</li> <li>• P-LIT 6a Creates a variety of written products that may or may not phonetically relate to intended messages.</li> <li>• P-LIT 6b Shows an interest in copying simple words posted in the classroom.</li> <li>• P-LIT 6c Attempts to independently write some words using invented spelling, such as K for kite.</li> <li>• P-LIT 6d Writes first name correctly or close to correctly.</li> <li>• P-LIT 6e Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</li> </ul>	<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>
L29.1 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>• P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks.</li> <li>• P-LIT 6a Creates a variety of written products that may or may not phonetically relate to intended messages.</li> <li>• P-LIT 6b Shows an interest in copying simple words posted in the classroom.</li> <li>• P-LIT 6c Attempts to independently write some words using invented spelling, such as K for kite.</li> <li>• P-LIT 6d Writes first name correctly or close to correctly.</li> <li>• P-LIT 6e Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</li> </ul>	<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>



# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: WRITING PROCESS <i>continued</i>		
L29.2 With modeling and support, demonstrate letter formation in "writing."	<ul style="list-style-type: none"> <li>• P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks.</li> <li>• P-LIT 6a Creates a variety of written products that may or may not phonetically relate to intended messages.</li> <li>• P-LIT 6b Shows an interest in copying simple words posted in the classroom.</li> <li>• P-LIT 6c Attempts to independently write some words using invented spelling, such as K for kite.</li> <li>• P-LIT 6d Writes first name correctly or close to correctly.</li> <li>• P-LIT 6e Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</li> </ul>	<ul style="list-style-type: none"> <li>• Lines, Dots, and Circles</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Picture Writing</li> </ul>
L29.3 With modeling and support, show awareness that one letter or cluster of letters represents one word.	<ul style="list-style-type: none"> <li>• P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks.</li> <li>• P-LIT 6a Creates a variety of written products that may or may not phonetically relate to intended messages.</li> <li>• P-LIT 6b Shows an interest in copying simple words posted in the classroom.</li> <li>• P-LIT 6c Attempts to independently write some words using invented spelling, such as K for kite.</li> <li>• P-LIT 6d Writes first name correctly or close to correctly.</li> <li>• P-LIT 6e Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</li> </ul>	<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'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: WRITING APPLICATION AND COMPOSITION		
L30.1 “Read” what they have written.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	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>
L30.2 With modeling and support, notice and sporadically use punctuation in writing.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<ul style="list-style-type: none"> <li>Songs: What Is a Sentence?; Sentence Marks</li> <li>Sentence Marks</li> </ul>
L31.1 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>P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks.</li> <li>P-LIT 6a Creates a variety of written products that may or may not phonetically relate to intended messages.</li> <li>P-LIT 6b Shows an interest in copying simple words posted in the classroom.</li> <li>P-LIT 6c Attempts to independently write some words using invented spelling, such as K for kite.</li> <li>P-LIT 6d Writes first name correctly or close to correctly.</li> <li>P-LIT 6e Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</li> </ul>	<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>
L31.2 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>P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks.</li> <li>P-LIT 6a Creates a variety of written products that may or may not phonetically relate to intended messages.</li> <li>P-LIT 6b Shows an interest in copying simple words posted in the classroom.</li> <li>P-LIT 6c Attempts to independently write some words using invented spelling, such as K for kite.</li> <li>P-LIT 6d Writes first name correctly or close to correctly.</li> <li>P-LIT 6e Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: WRITING APPLICATION AND COMPOSITION <i>continued</i>		
32.1 With modeling and support, discuss and respond to questions from others about writing/drawing.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<ul style="list-style-type: none"> <li>See "Family Engagement Resources" at end of document.</li> <li>Being Thankful: A Thanksgiving Craft</li> </ul>
32.2 With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> <li>Build Knowledge</li> </ul>
32.3 With modeling and support, explore a variety of digital tools to express ideas.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
DOMAIN: COGNITION AND GENERAL KNOWLEDGE		
SUB-DOMAIN: MATHEMATICS		
STRAND: NUMBER SENSE		
TOPIC: NUMBER SENSE AND COUNTING		
C15 Count to 20 by ones with increasing accuracy.	<ul style="list-style-type: none"> <li>P-MATH 1 Child knows number names and the count sequence.</li> <li>P-MATH 1 Counts verbally or signs to at least 20 by ones.</li> </ul>	<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>
C16 Identify and name numerals 1-9.	<ul style="list-style-type: none"> <li>P-MATH 1 Child knows number names and the count sequence.</li> <li>P-MATH 1 Counts verbally or signs to at least 20 by ones.</li> </ul>	<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>
C17.1 Identify without counting small quantities of up to 3 items. (Subitize)	<ul style="list-style-type: none"> <li>P-MATH 2 Child recognizes the number of objects in a small set.</li> <li>P-MATH 2 Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: NUMBER SENSE AND COUNTING <i>continued</i>		
C17.2 Demonstrate one-to-one correspondence when counting objects up to 10.	<ul style="list-style-type: none"> <li>• P-MATH 3 Child understands the relationship between numbers and quantities.</li> <li>• P-MATH 3a When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.</li> <li>• P-MATH 3b Counts and answers “How many?” questions for approximately 10 objects.</li> <li>• P-MATH 3c Accurately counts as many as 5 objects in a scattered configuration.</li> <li>• P-MATH 3d Understands that each successive number name refers to a quantity that is one larger.</li> <li>• P-MATH 3e Understands that the last number said represents the number of objects in a set.</li> </ul>	<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>
C18.1 Understand that the last number spoken tells the number of objects counted.	<ul style="list-style-type: none"> <li>• P-MATH 3 Child understands the relationship between numbers and quantities.</li> <li>• P-MATH 3a When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.</li> <li>• P-MATH 3b Counts and answers “How many?” questions for approximately 10 objects.</li> <li>• P-MATH 3c Accurately counts as many as 5 objects in a scattered configuration.</li> <li>• P-MATH 3d Understands that each successive number name refers to a quantity that is one larger.</li> <li>• P-MATH 3e Understands that the last number said represents the number of objects in a set.</li> </ul>	<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>
C18.2 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>• P-MATH 4 Child compares numbers.</li> <li>• P-MATH 4a Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.</li> <li>• P-MATH 4b Identifies and uses numbers related to order or position from first to tenth.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>STRAND: NUMBER RELATIONSHIPS AND OPERATIONS</b>		
<b>TOPIC: NUMBER RELATIONSHIPS</b>		
C19 Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	<ul style="list-style-type: none"> <li>• P-MATH 6 Child understands addition as adding to and understands subtraction as taking away from.</li> <li>• P-MATH 6a Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.</li> <li>• P-MATH 6b Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.</li> <li>• P-MATH 6c With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, "Five, four, three...two!" (keeping track with fingers).</li> </ul>	<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>		
C21 Sort and classify objects by one or more attributes (e.g., size, number).	<ul style="list-style-type: none"> <li>• P-MATH 9 Child identifies, describes, compares, and composes shapes.</li> <li>• P-MATH 9a Names and describes shapes in terms of length of sides, number of sides, and number of angles.</li> <li>• P-MATH 9b Correctly names basic shapes regardless of size and orientation.</li> <li>• P-MATH 9c Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</li> <li>• P-MATH 9d Creates and builds shapes from components.</li> </ul>	<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'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: PATTERNING		
C22.1 Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	<ul style="list-style-type: none"> <li>• P-MATH 7 Child understands simple patterns.</li> <li>• P-MATH 7a Fills in missing elements of simple patterns.</li> <li>• P-MATH 7b Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.</li> <li>• P-MATH 7c Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.</li> </ul>	<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>
C22.2 Create patterns.	<ul style="list-style-type: none"> <li>• P-MATH 7 Child understands simple patterns.</li> <li>• P-MATH 7a Fills in missing elements of simple patterns.</li> <li>• P-MATH 7b Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.</li> <li>• P-MATH 7c Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
STRAND: MEASUREMENT AND DATA		
TOPIC: DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES		
C23.1 Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight).	<ul style="list-style-type: none"> <li>• P-MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</li> <li>• P-MATH 8a Measures using the same unit, such as putting together snap cubes to see how tall a book is.</li> <li>• P-MATH 8b Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.</li> <li>• P-MATH 8c Uses comparative language, such as shortest, heavier, or biggest.</li> <li>• P-MATH 9 Child identifies, describes, compares, and composes shapes.</li> <li>• P-MATH 9a Names and describes shapes in terms of length of sides, number of sides, and number of angles.</li> <li>• P-MATH 9b Correctly names basic shapes regardless of size and orientation.</li> <li>• P-MATH 9c Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</li> <li>• P-MATH 9d Creates and builds shapes from components.</li> </ul>	<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>
C23.2 Order objects by measurable attribute (e.g., biggest to smallest, etc.).	<ul style="list-style-type: none"> <li>• P-MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</li> <li>• P-MATH 8a Measures using the same unit, such as putting together snap cubes to see how tall a book is.</li> <li>• P-MATH 8b Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.</li> <li>• P-MATH 8c Uses comparative language, such as shortest, heavier, or biggest.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>TOPIC: DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES</b> <i>continued</i>		
C24.1 Measure length and volume (capacity) using non-standard or standard measurement tools.	<ul style="list-style-type: none"> <li>• P-MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</li> <li>• P-MATH 8a Measures using the same unit, such as putting together snap cubes to see how tall a book is.</li> <li>• P-MATH 8b Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.</li> <li>• P-MATH 8c Uses comparative language, such as shortest, heavier, or biggest.</li> </ul>	<ul style="list-style-type: none"> <li>• Length</li> <li>• Capacity</li> </ul>
<b>TOPIC: DATA ANALYSIS</b>		
C24.2 Collect data by categories to answer simple questions.	<ul style="list-style-type: none"> <li>• P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events).</li> <li>• P-SCI 1a Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</li> <li>• P-SCI 1b Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.</li> <li>• P-SCI 1c Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.</li> <li>• P-SCI 1d Represents observable phenomena with pictures, diagrams, and 3-D models.</li> </ul>	<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>		
C25 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>• P-MATH 10 Child explores the positions of objects in space.</li> <li>• P-MATH 10a Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.</li> <li>• P-MATH 10b Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”</li> </ul>	<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'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>TOPIC: IDENTIFY AND DESCRIBE SHAPES</b>		
26.1 Understand and use names of shapes when identifying objects.	<ul style="list-style-type: none"> <li>• P-MATH 9 Child identifies, describes, compares, and composes shapes.</li> <li>• P-MATH 9a Names and describes shapes in terms of length of sides, number of sides, and number of angles.</li> <li>• P-MATH 9b Correctly names basic shapes regardless of size and orientation.</li> <li>• P-MATH 9c Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</li> <li>• P-MATH 9d Creates and builds shapes from components.</li> </ul>	<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>
26.2 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>• P-MATH 9 Child identifies, describes, compares, and composes shapes.</li> <li>• P-MATH 9a Names and describes shapes in terms of length of sides, number of sides, and number of angles.</li> <li>• P-MATH 9b Correctly names basic shapes regardless of size and orientation.</li> <li>• P-MATH 9c Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</li> <li>• P-MATH 9d Creates and builds shapes from components.</li> </ul>	<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>		
C27.1 Compare two-dimensional shapes, in different sizes and orientations, using informal language.	<ul style="list-style-type: none"> <li>• P-MATH 9 Child identifies, describes, compares, and composes shapes.</li> <li>• P-MATH 9a Names and describes shapes in terms of length of sides, number of sides, and number of angles.</li> <li>• P-MATH 9b Correctly names basic shapes regardless of size and orientation.</li> <li>• P-MATH 9c Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</li> <li>• P-MATH 9d Creates and builds shapes from components.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: ANALYZE, COMPARE, AND CREATE SHAPES <i>continued</i>		
C27.2 Create shapes during play by building, drawing, etc.	<ul style="list-style-type: none"> <li>• P-MATH 9 Child identifies, describes, compares, and composes shapes.</li> <li>• P-MATH 9a Names and describes shapes in terms of length of sides, number of sides, and number of angles.</li> <li>• P-MATH 9b Correctly names basic shapes regardless of size and orientation.</li> <li>• P-MATH 9c Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</li> <li>• P-MATH 9d Creates and builds shapes from components.</li> </ul>	<ul style="list-style-type: none"> <li>• Tangrams</li> <li>• Geoboard</li> </ul>
C28 Combine simple shapes to form larger shapes.	<ul style="list-style-type: none"> <li>• P-MATH 9 Child identifies, describes, compares, and composes shapes.</li> <li>• P-MATH 9a Names and describes shapes in terms of length of sides, number of sides, and number of angles.</li> <li>• P-MATH 9b Correctly names basic shapes regardless of size and orientation.</li> <li>• P-MATH 9c Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</li> <li>• P-MATH 9d Creates and builds shapes from components.</li> </ul>	<ul style="list-style-type: none"> <li>• Tangrams</li> <li>• Geoboard</li> </ul>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>SUB-DOMAIN: SCIENCE</b>		
<b>STRAND: SCIENCE INQUIRY AND APPLICATION</b>		
<b>TOPIC: INQUIRY</b>		
C39.1 Explore objects, materials and events in the environment.	<ul style="list-style-type: none"> <li>• P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events).</li> <li>• P-SCI 1a Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</li> <li>• P-SCI 1b Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.</li> <li>• P-SCI 1c Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.</li> <li>• P-SCI 1d Represents observable phenomena with pictures, diagrams, and 3-D models.</li> </ul>	<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> <li>• Families are provided ideas for science exploration on pages 54, 59, and 60 of the Waterford UPSTART Activity Book.</li> </ul>
C39.2 Make careful observations.	<ul style="list-style-type: none"> <li>• P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events).</li> <li>• P-SCI 1a Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</li> <li>• P-SCI 1b Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.</li> <li>• P-SCI 1c Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.</li> <li>• P-SCI 1d Represents observable phenomena with pictures, diagrams, and 3-D models.</li> </ul>	<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'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: INQUIRY <i>continued</i>		
C40 Pose questions about the physical and natural environment. Engage in simple investigations.	<ul style="list-style-type: none"> <li>• P-SCI 4 Child asks a question, gathers information, and makes predictions.</li> <li>• P-SCI 4a Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”.</li> <li>• P-SCI 4b Gathers information about a question by looking at books or discussing prior knowledge and observations.</li> <li>• P-SCI 4c Makes predictions and brainstorms solutions based on background knowledge and experiences such as “I think that plants need water to grow” or “I think adding yellow paint to purple will make brown”.</li> <li>• P-SCI 5: Child plans and conducts investigations and experiments.</li> <li>• P-SCI 5a Articulates steps to be taken and lists materials needed for an investigation or experiment.</li> <li>• P-SCI 5b Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.</li> <li>• P-SCI 5c Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.</li> </ul>	<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>
C41 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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: INQUIRY <i>continued</i>		
C42 Record observations using words, pictures, charts, graphs, etc.	<ul style="list-style-type: none"> <li>P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events).</li> <li>P-SCI 1a Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</li> <li>P-SCI 1b Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.</li> <li>P-SCI 1c Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.</li> <li>P-SCI 1d Represents observable phenomena with pictures, diagrams, and 3-D models.</li> </ul>	<ul style="list-style-type: none"> <li>Book: One More Cat</li> <li>Observe a Simple System</li> </ul>
<i>No clear alignment with Ohio's Early Learning Standards.</i>	<ul style="list-style-type: none"> <li>P-SCI 2 Child engages in scientific talk.</li> <li>P-SCI 2a Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.</li> <li>P-SCI 2b Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.</li> </ul>	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <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>Science Tools</li> <li>Observe a Simple System</li> </ul>
C43.1 Use simple tools to extend investigation.	<ul style="list-style-type: none"> <li>P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events).</li> <li>P-SCI 1a Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</li> <li>P-SCI 1b Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.</li> <li>P-SCI 1c Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.</li> <li>P-SCI 1d Represents observable phenomena with pictures, diagrams, and 3-D models.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: INQUIRY <i>continued</i>		
C43.2 Identify patterns and relationships.	<ul style="list-style-type: none"> <li>• P-SCI 6 Child analyzes results, draws conclusions, and communicates results.</li> <li>• P-SCI 6a Analyzes and interprets data and summarizes results of investigation.</li> <li>• P-SCI 6b Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.</li> <li>• P-SCI 6c With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.</li> <li>• P-SCI 6d Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.</li> </ul>	<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>
C44 Make predictions.	<ul style="list-style-type: none"> <li>• P-SCI 4 Child asks a question, gathers information, and makes predictions.</li> <li>• P-SCI 4a Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”.</li> <li>• P-SCI 4b Gathers information about a question by looking at books or discussing prior knowledge and observations.</li> <li>• P-SCI 4c Makes predictions and brainstorms solutions based on background knowledge and experiences such as “I think that plants need water to grow” or “I think adding yellow paint to purple will make brown”.</li> </ul>	<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'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: INQUIRY <i>continued</i>		
C45 Make inferences, generalizations and explanations based on evidence.	<ul style="list-style-type: none"> <li>• P-SCI 6 Child analyzes results, draws conclusions, and communicates results.</li> <li>• P-SCI 6a Analyzes and interprets data and summarizes results of investigation.</li> <li>• P-SCI 6b Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.</li> <li>• P-SCI 6c With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.</li> <li>• P-SCI 6d Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.</li> </ul>	<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>
C46 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>• P-SCI 6 Child analyzes results, draws conclusions, and communicates results.</li> <li>• P-SCI 6a Analyzes and interprets data and summarizes results of investigation.</li> <li>• P-SCI 6b Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.</li> <li>• P-SCI 6c With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.</li> <li>• P-SCI 6d Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
STRAND: EARTH AND SPACE SCIENCE		
TOPIC: EXPLORATIONS OF THE NATURAL WORLD		
C48 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>• P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events).</li> <li>• P-SCI 1a Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</li> <li>• P-SCI 1b Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.</li> <li>• P-SCI 1c Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.</li> <li>• P-SCI 1d Represents observable phenomena with pictures, diagrams, and 3-D models.</li> <li>• P-SCI 6 Child analyzes results, draws conclusions, and communicates results.</li> <li>• P-SCI 6a Analyzes and interprets data and summarizes results of investigation.</li> <li>• P-SCI 6b Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.</li> <li>• P-SCI 6c With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.</li> <li>• P-SCI 6d Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.</li> </ul>	<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>
C49 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.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>



# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
STRAND: PHYSICAL SCIENCE		
TOPIC: EXPLORATIONS OF ENERGY		
C50.1 With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
C50.2 With modeling and support, explore the position and motion of objects.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
C51 With modeling and support, explore the properties and characteristics of sound and light.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<ul style="list-style-type: none"> <li>• Book: My Family Campout</li> <li>• Sun</li> </ul>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
STRAND: LIFE SCIENCE		
TOPIC: EXPLORATIONS OF LIVING THINGS		
C52.1 With modeling and support, identify physical characteristics and simple behaviors of living things.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
C52.2 With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: EXPLORATIONS OF LIVING THINGS <i>continued</i>		
C53 With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
C54 With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<ul style="list-style-type: none"> <li>• Amphibians</li> <li>• Observe a Simple System</li> <li>• Birds</li> </ul>
C55 With modeling and support, recognize similarities and differences between people and other living things.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
SUB-DOMAIN: SOCIAL STUDIES		
STRAND: HISTORY		
TOPIC: HISTORICAL THINKING AND SKILLS		
C30 Demonstrate an understanding of time in the context of daily experiences.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<ul style="list-style-type: none"> <li>• Book: How Long Is a Minute?</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>
C31 Develop an awareness of his/her personal history.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<ul style="list-style-type: none"> <li>• Books: Mine; Jose Three</li> <li>• My Family</li> </ul>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: HERITAGE		
C32.1 Develop an awareness and appreciation of family cultural stories and traditions.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
STRAND: GEOGRAPHY		
TOPIC: SPATIAL THINKING AND SKILLS		
C32.2 Demonstrate a beginning understanding of maps as actual representations of places.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	Each song in the Sing Around the World series begins with a map showing the location of the country.
TOPIC: HUMAN SYSTEMS		
C33 Identify similarities and differences of personal, family and cultural characteristics, and those of others.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>STRAND: GOVERNMENT</b>		
<b>TOPIC: CIVIC PARTICIPATION SKILLS</b>		
C34.1 Understand that everyone has rights and responsibilities within a group.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
C34.2 Demonstrate cooperative behaviors and fairness in social interactions.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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> <li>• Families are provided information about cooperation.</li> </ul>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: CIVIC PARTICIPATION SKILLS <i>continued</i>		
C35.1 With modeling and support, negotiate to solve social conflicts with peers.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
C35.2 With modeling and support, demonstrate an awareness of the outcomes of choices.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
TOPIC: RULES AND LAWS		
C36 With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>STRAND: ECONOMICS</b>		
<b>TOPIC: SCARCITY</b>		
C37 With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	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>		
C38.1 With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<ul style="list-style-type: none"> <li>• Book: Follow the Apples!</li> <li>• Food From Plants</li> </ul>
C38.2 With modeling and support, demonstrate responsible consumption and conservation of resources.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>		
C7 Communicate about past events and anticipate what comes next during familiar routines and experiences.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
C8 With modeling and support, remember and use information for a variety of purposes.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
C9 Recreate complex ideas, events/situations with personal adaptations.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	Waterford encourages everyone to have writing and art materials available for children's creations.

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: SYMBOLIC THOUGHT		
C11 Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	<i>No clear alignment with Early Learning Outcomes Framework.</i>	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Distinguish Letters (Alphabet Introduction)</li> </ul>
C12 Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	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>• 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>
TOPIC: REASONING AND PROBLEM-SOLVING		
C13.1 Demonstrate ability to solve everyday problems based upon past experience.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Baby's Ball</li> </ul>
C13.2 Solve problems by planning and carrying out a sequence of actions.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>
C14 Seek more than one solution to a question, problem or task.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	Waterford's social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
C15 Explain reasoning for the solution selected.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	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."



# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>DOMAIN: APPROACHES TOWARD LEARNING</b>		
<b>STRAND: INITIATIVE</b>		
<b>TOPIC: INITIATIVE AND CURIOSITY</b>		
A4 Seek new and varied experiences and challenges (takes risks).	<ul style="list-style-type: none"> <li>• P-ATL 11 Child shows interest in and curiosity about the world around them.</li> <li>• P-ATL 11a Asks questions and seeks new information.</li> <li>• P-ATL 11b Is willing to participate in new activities or experiences even if they are perceived as challenging.</li> <li>• P-ATL 11c Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</li> </ul>	<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>
A5 Demonstrate self-direction while participating in a range of activities and routines.	<ul style="list-style-type: none"> <li>• P-ATL 10 Child demonstrates initiative and independence.</li> <li>• P-ATL 10a Engages in independent activities.</li> <li>• P-ATL 10b Makes choices and communicates these to adults and other children.</li> <li>• P-ATL 10c Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.</li> <li>• P-ATL 10d Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.</li> </ul>	Children follow routines independently as they progress through the Waterford sequence of activities. Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.
A6 Ask questions to seek explanations about phenomena of interest.	<ul style="list-style-type: none"> <li>• P-ATL 11 Child shows interest in and curiosity about the world around them.</li> <li>• P-ATL 11a Asks questions and seeks new information.</li> <li>• P-ATL 11b Is willing to participate in new activities or experiences even if they are perceived as challenging.</li> <li>• P-ATL 11c Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</li> </ul>	<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'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>TOPIC: PLANNING, ACTION, AND REFLECTION</b>		
A7 Develop, initiate and carry out simple plans to obtain a goal.	<ul style="list-style-type: none"> <li>• P-ATL 10 Child demonstrates initiative and independence.</li> <li>• P-ATL 10a Engages in independent activities.</li> <li>• P-ATL 10b Makes choices and communicates these to adults and other children.</li> <li>• P-ATL 10c Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.</li> <li>• P-ATL 10d Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.</li> </ul>	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Marmot Basket</li> <li>• Perfect Present</li> <li>• Party Time</li> <li>• Families are provided activities that involve planning to obtain a goal on page 53 in the Waterford UPSTART Activity Book.</li> </ul>
A8 Use prior knowledge and information to assess, inform, and plan for future actions and learning.	<ul style="list-style-type: none"> <li>• P-ATL 8 Child holds information in mind and manipulates it to perform tasks.</li> <li>• P-ATL 8a Accurately recounts recent experiences in the correct order and includes relevant details.</li> <li>• P-ATL 8b Successfully follows detailed, multi-step directions, sometimes with reminders.</li> <li>• P-ATL 8c Remembers actions to go with stories or songs shortly after being taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me: Legs; Fawn Eyes; Ooey, Goody Mud</li> </ul>
<b>STRAND: ENGAGEMENT AND PERSISTENCE</b>		
<b>TOPIC: ATTENTION</b>		
A9 Focus on an activity with deliberate concentration despite distractions.	<ul style="list-style-type: none"> <li>• P-ATL 6 Child maintains focus and sustains attention with minimal adult support.</li> <li>• P-ATL 6a Maintains focus on activities for extended periods of time, such as 15 minutes or more.</li> <li>• P-ATL 6b Engages in purposeful play for extended periods of time.</li> <li>• P-ATL 6c Attends to adult during large and small group activities with minimal support.</li> </ul>	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>TOPIC: PERSISTENCE</b>		
A10 Carry out tasks, activities, projects or experiences from beginning to end.	<ul style="list-style-type: none"> <li>• P-ATL 7 Child persists in tasks.</li> <li>• P-ATL 7a Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.</li> <li>• P-ATL 7b Returns with focus to an activity or project after having been away from it.</li> </ul>	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.
A10 Focus on the task at hand even when frustrated or challenged.	<ul style="list-style-type: none"> <li>• P-ATL 7 Child persists in tasks.</li> <li>• P-ATL 7a Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.</li> <li>• P-ATL 7b Returns with focus to an activity or project after having been away from it.</li> </ul>	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>		
A11 Use imagination and creativity to interact with objects and materials.	<ul style="list-style-type: none"> <li>• P-ATL 12 Child expresses creativity in thinking and communication.</li> <li>• P-ATL 12a Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</li> <li>• P-ATL 12b Approaches tasks, activities, and play in ways that show creative problem solving.</li> <li>• P-ATL 12c Uses multiple means of communication to creatively express thoughts, feelings, or ideas.</li> <li>• P-ATL 13 Child uses imagination in play and interactions with others.</li> <li>• P-ATL 13a Engages in social and pretend play.</li> <li>• P-ATL 13b Uses imagination with materials to create stories or works of art.</li> <li>• P-ATL 13c Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: INNOVATION AND INVENTION <i>continued</i>		
A12 Engage in inventive social play.	<ul style="list-style-type: none"> <li>• P-ATL 12 Child expresses creativity in thinking and communication.</li> <li>• P-ATL 12a Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</li> <li>• P-ATL 12b Approaches tasks, activities, and play in ways that show creative problem solving.</li> <li>• P-ATL 12c Uses multiple means of communication to creatively express thoughts, feelings, or ideas.</li> <li>• P-ATL 13 Child uses imagination in play and interactions with others.</li> <li>• P-ATL 13a Engages in social and pretend play.</li> <li>• P-ATL 13b Uses imagination with materials to create stories or works of art.</li> <li>• P-ATL 13c Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</li> </ul>	<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>
TOPIC: EXPRESSION OF IDEAS AND FEELINGS THROUGH THE ARTS		
A13 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>• P-ATL 12 Child expresses creativity in thinking and communication.</li> <li>• P-ATL 12a Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</li> <li>• P-ATL 12b Approaches tasks, activities, and play in ways that show creative problem solving.</li> <li>• P-ATL 12c Uses multiple means of communication to creatively express thoughts, feelings, or ideas.</li> <li>• P-ATL 13 Child uses imagination in play and interactions with others.</li> <li>• P-ATL 13a Engages in social and pretend play.</li> <li>• P-ATL 13b Uses imagination with materials to create stories or works of art.</li> <li>• P-ATL 13c Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: EXPRESSION OF IDEAS AND FEELINGS THROUGH THE ARTS <i>continued</i>		
A13 Express interest in and show appreciation for the creative work of others.	<ul style="list-style-type: none"> <li>• P-ATL 12 Child expresses creativity in thinking and communication.</li> <li>• P-ATL 12a Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</li> <li>• P-ATL 12b Approaches tasks, activities, and play in ways that show creative problem solving.</li> <li>• P-ATL 12c Uses multiple means of communication to creatively express thoughts, feelings, or ideas.</li> <li>• P-ATL 13 Child uses imagination in play and interactions with others.</li> <li>• P-ATL 13a Engages in social and pretend play.</li> <li>• P-ATL 13b Uses imagination with materials to create stories or works of art.</li> <li>• P-ATL 13c Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</li> </ul>	<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>
No clear alignment with Ohio’s Early Learning Development Standards.	<ul style="list-style-type: none"> <li>• P-ATL 3 Child appropriately handles and takes care of classroom materials.</li> <li>• P-ATL 3a Appropriately handles materials during activities.</li> <li>• P-ATL 3b Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.</li> </ul>	<p>Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other’s property as well as their own.</p> <ul style="list-style-type: none"> <li>• Do I Have To?</li> </ul>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>STRAND: SELF</b>		
<b>TOPIC: AWARENESS AND EXPRESSION OF EMOTION</b>		
Sa4 Recognize and identify own emotions and the emotions of others.	<ul style="list-style-type: none"> <li>• P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others.</li> <li>• P-SE 6a Recognizes and labels basic emotions in books or photographs.</li> <li>• P-SE 6b Uses words to describe own feelings.</li> <li>• P-SE 6c Uses words to describe the feelings of adults or other children.</li> </ul>	<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>
Sa5 Communicate a range of emotions in socially accepted ways.	<ul style="list-style-type: none"> <li>• P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others.</li> <li>• P-SE 6a Recognizes and labels basic emotions in books or photographs.</li> <li>• P-SE 6b Uses words to describe own feelings.</li> <li>• P-SE 6c Uses words to describe the feelings of adults or other children.</li> <li>• P-SE 8 Child manages emotions with increasing independence.</li> <li>• P-SE 8a Expresses feelings in ways that are appropriate to the situation.</li> <li>• P-SE 8b Looks for adult assistance when emotions are most intense.</li> <li>• P-SE 8c Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>TOPIC: SELF-CONCEPT</b>		
Sa6 Identify the diversity in human characteristics and how people are similar and different.	<ul style="list-style-type: none"> <li>P-SE 9 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</li> <li>P-SE 9a Describes self using several different characteristics.</li> <li>P-SE 9b Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.</li> </ul>	<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>
Sa7 Compare own characteristics to those of others.	<ul style="list-style-type: none"> <li>P-SE 9 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</li> <li>P-SE 9a Describes self using several different characteristics.</li> <li>P-SE 9b Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.</li> </ul>	<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>		
Sa9 Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	<ul style="list-style-type: none"> <li>P-ATL 1 Child manages emotions with increasing independence.</li> <li>P-ATL 2 Child follows classroom rules and routines with increasing independence.</li> <li>P-ATL 4 Child manages actions, words, and behavior with increasing independence.</li> <li>P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others.</li> <li>P-SE 6a Recognizes and labels basic emotions in books or photographs.</li> <li>P-SE 6b Uses words to describe own feelings.</li> <li>P-SE 6c Uses words to describe the feelings of adults or other children.</li> <li>P-SE 8 Child manages emotions with increasing independence.</li> <li>P-SE 8a Expresses feelings in ways that are appropriate to the situation.</li> <li>P-SE 8b Looks for adult assistance when emotions are most intense.</li> <li>P-SE 8c Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>TOPIC: SELF-REGULATION</b> <i>continued</i>		
Sa10.1 Demonstrate the ability to delay gratification for short periods of time.	<ul style="list-style-type: none"> <li>• P-ATL 5 Child demonstrates an increasing ability to control impulses.</li> <li>• P-ATL 5a Stops an engaging activity to transition to another less desirable activity with adult guidance and support.</li> <li>• P-ATL 5b Delays having desires met, such as agreeing to wait turn to start an activity.</li> <li>• P-ATL 5c Without adult reminders, waits to communicate information to a group.</li> <li>• P-ATL 5d Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.</li> </ul>	<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>
Sa10.2 With modeling and support, show awareness of the consequences for his/her actions.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>• Do I Have To?</li> </ul>
<b>TOPIC: SENSE OF COMPETENCE</b>		
Sa11 Show confidence in own abilities and accomplish routine and familiar tasks independently.	<ul style="list-style-type: none"> <li>• P-SE 10 Child expresses confidence in own skills and positive feelings about self.</li> <li>• P-SE 10a Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.</li> <li>• P-SE 10b Expresses own ideas or beliefs in group contexts or in interactions with others.</li> <li>• P-SE 10c Uses positive words to describe self, such as kind or hard-worker.</li> </ul>	<p>Children follow routines independently as they progress through the Waterford sequence of activities.</p>
<i>No clear alignment with Ohio's Early Learning Standards.</i>	<ul style="list-style-type: none"> <li>• P-SE 11 Child has sense of belonging to family, community, and other groups.</li> <li>• P-SE 11a Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.</li> <li>• P-SE 11b Relates personal stories about being a part of different groups.</li> <li>• P-SE 11c Identifies similarities and differences about self across familiar environments and settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Book: Mine</li> <li>• Clubhouse</li> <li>• Come Inside</li> <li>• My Name is Squirrel</li> <li>• Look at Details</li> </ul>



# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>STRAND: RELATIONSHIPS</b>		
<b>TOPIC: ATTACHMENT</b>		
Sa12 Express affection for familiar adults.	<ul style="list-style-type: none"> <li>• P-SE 1 Child engages in and maintains positive relationships and interactions with adults.</li> <li>• P-SE 1a Interacts readily with trusted adults.</li> <li>• P-SE 1b Engages in some positive interactions with less familiar adults, such as parent volunteers.</li> <li>• P-SE 1c Shows affection and preference for adults who interact with them on a regular basis.</li> <li>• P-SE 1d Seeks help from adults when needed.</li> </ul>	<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>• 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>
Sa13 Seek security and support from familiar adults in anticipation of challenging situations.	<ul style="list-style-type: none"> <li>• P-SE 1 Child engages in and maintains positive relationships and interactions with adults.</li> <li>• P-SE 1a Interacts readily with trusted adults.</li> <li>• P-SE 1b Engages in some positive interactions with less familiar adults, such as parent volunteers.</li> <li>• P-SE 1c Shows affection and preference for adults who interact with them on a regular basis.</li> <li>• P-SE 1d Seeks help from adults when needed.</li> </ul>	<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>• See "Family Engagement Resources" at end of document. <ul style="list-style-type: none"> <li>- Lots of Feelings</li> </ul> </li> </ul>
Sa15 Separate from familiar adults in a familiar setting with minimal distress.	<ul style="list-style-type: none"> <li>• P-SE 1 Child engages in and maintains positive relationships and interactions with adults.</li> <li>• P-SE 1a Interacts readily with trusted adults.</li> <li>• P-SE 1b Engages in some positive interactions with less familiar adults, such as parent volunteers.</li> <li>• P-SE 1c Shows affection and preference for adults who interact with them on a regular basis.</li> <li>• P-SE 1d Seeks help from adults when needed.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: INTERACTIONS WITH ADULTS		
Sa16.1 Engage in extended, reciprocal conversations with familiar adults.	<ul style="list-style-type: none"> <li>• P-SE 1 Child engages in and maintains positive relationships and interactions with adults.</li> <li>• P-SE 1a Interacts readily with trusted adults.</li> <li>• P-SE 1b Engages in some positive interactions with less familiar adults, such as parent volunteers.</li> <li>• P-SE 1c Shows affection and preference for adults who interact with them on a regular basis.</li> <li>• P-SE 1d Seeks help from adults when needed.</li> </ul>	<p>Waterford's social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.</p> <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>
Sa16.2 Request and accept guidance from familiar adults.	<ul style="list-style-type: none"> <li>• P-SE 1 Child engages in and maintains positive relationships and interactions with adults.</li> <li>• P-SE 1a Interacts readily with trusted adults.</li> <li>• P-SE 1b Engages in some positive interactions with less familiar adults, such as parent volunteers.</li> <li>• P-SE 1c Shows affection and preference for adults who interact with them on a regular basis.</li> <li>• P-SE 1d Seeks help from adults when needed.</li> </ul>	<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>
<i>No clear alignment with Ohio's Early Learning Standards.</i>	<ul style="list-style-type: none"> <li>• P-SE 2 Child engages in prosocial and cooperative behavior with adults.</li> <li>• P-SE 2a Engages in prosocial behaviors with adults, such as using respectful language or greetings.</li> <li>• P-SE 2b Attends to an adult when asked.</li> <li>• P-SE 2c Follows adult guidelines and expectations for appropriate behavior.</li> <li>• P-SE 2d Asks or waits for adult permission before doing something when they are unsure.</li> </ul>	<p>Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p> <ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> </ul>

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: PEER INTERACTIONS AND RELATIONSHIPS		
<p>Sa17 Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.</p>	<ul style="list-style-type: none"> <li>• P-SE 3 Child engages in and maintains positive interactions and relationships with other children.</li> <li>• P-SE 3a Engages in and maintains positive interactions with other children.</li> <li>• P-SE 3b Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</li> <li>• P-SE 3c Takes turns in conversations and interactions with other children.</li> <li>• P-SE 3d Develops friendships with one or two preferred other children.</li> <li>• P-SE 4 Child engages in cooperative play with other children.</li> <li>• P-SE 4a Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.</li> <li>• P-SE 4b Demonstrates willingness to include others' ideas during interactions and play.</li> <li>• P-SE 4c Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.</li> <li>• P-SE 4d Engages in reflection and conversation about past play experiences.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: PEER INTERACTIONS AND RELATIONSHIPS <i>continued</i>		
Sa18 Demonstrate socially competent behavior with peers.	<ul style="list-style-type: none"> <li>• P-SE 3 Child engages in and maintains positive interactions and relationships with other children.</li> <li>• P-SE 3a Engages in and maintains positive interactions with other children.</li> <li>• P-SE 3b Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</li> <li>• P-SE 3c Takes turns in conversations and interactions with other children.</li> <li>• P-SE 3d Develops friendships with one or two preferred other children.</li> <li>• P-SE 4 Child engages in cooperative play with other children.</li> <li>• P-SE 4a Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.</li> <li>• P-SE 4b Demonstrates willingness to include others' ideas during interactions and play.</li> <li>• P-SE 4c Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.</li> <li>• P-SE 4d Engages in reflection and conversation about past play experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>
Sa19 With modeling and support, negotiate to resolve social conflicts with peers.	<ul style="list-style-type: none"> <li>• P-SE 5 Child uses basic problem-solving skills to resolve conflicts with other children.</li> <li>• P-SE 5a Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"</li> <li>• P-SE 5b Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.</li> <li>• P-SE 5c Expresses feelings, needs, and opinions in conflict situations.</li> <li>• P-SE 5d Seeks adult help when needed to resolve conflicts.</li> </ul>	<p>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.</p> <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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>TOPIC: EMPATHY</b>		
Sa20 Express concern for the needs of others and people in distress.	<ul style="list-style-type: none"> <li>• P-SE 7 Child expresses care and concern toward others.</li> <li>• P-SE 7a Makes empathetic statements to adults or other children.</li> <li>• P-SE 7b Offers support to adults or other children who are distressed.</li> </ul>	<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>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Noisy Children</li> <li>• Musical Mayhem</li> </ul>
Sa20 Show regard for the feelings of other living things.	<ul style="list-style-type: none"> <li>• P-SE 7 Child expresses care and concern toward others.</li> <li>• P-SE 7a Makes empathetic statements to adults or other children.</li> <li>• P-SE 7b Offers support to adults or other children who are distressed.</li> </ul>	<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>
<b>DOMAIN: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT</b>		
<b>STRAND: MOTOR DEVELOPMENT</b>		
<b>TOPIC: LARGE MUSCLE: BALANCE AND COORDINATION</b>		
Pa4.1 Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	<ul style="list-style-type: none"> <li>• P-PMP 1 Child demonstrates control, strength, and coordination of large muscles.</li> <li>• P-PMP 1a Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</li> <li>• P-PMP 1b Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.</li> <li>• P-PMP 1c Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</li> </ul>	<p>Waterford UPSTART families receive weekly messages that include suggestions and activities to help their children develop gross motor skills.</p>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: LARGE MUSCLE: BALANCE AND COORDINATION <i>continued</i>		
Pa4.2 Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	<ul style="list-style-type: none"> <li>• P-PMP 1 Child demonstrates control, strength, and coordination of large muscles.</li> <li>• P-PMP 1a Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</li> <li>• P-PMP 1b Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.</li> <li>• P-PMP 1c Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</li> </ul>	Waterford UPSTART families receive weekly messages that include suggestions and activities to help their children develop gross motor skills.
Pa5.1 Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).	<ul style="list-style-type: none"> <li>• P-PMP 1 Child demonstrates control, strength, and coordination of large muscles.</li> <li>• P-PMP 1a Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</li> <li>• P-PMP 1b Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.</li> <li>• P-PMP 1c Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</li> </ul>	Waterford UPSTART families receive weekly messages that include suggestions and activities to help their children develop gross motor skills.
Pa5.2 Demonstrate spatial awareness in physical activity or movement.	<ul style="list-style-type: none"> <li>• P-PMP 2 Child uses perceptual information to guide motions and interactions with objects and other people.</li> <li>• P-PMP 2a Demonstrates awareness of own body and other people's space during interactions.</li> <li>• P-PMP 2b Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.</li> <li>• P-PMP 2c When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.</li> <li>• P-PMP 2d Changes directions when moving with little difficulty.</li> </ul>	Waterford UPSTART families receive weekly messages that include suggestions and activities to help their children develop gross motor skills.

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>TOPIC: SMALL MUSCLE: TOUCH, GRASP, REACH, MANIPULATE</b>		
Pa6.1 Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	<ul style="list-style-type: none"> <li>• P-PMP 3 Child demonstrates control, strength, and coordination of small muscles.</li> <li>• P-PMP 3a Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.</li> <li>• P-PMP 3b Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.</li> <li>• P-PMP 3c Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.</li> </ul>	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
Pa6.2 Use classroom and household tools independently with eye-hand coordination to carry out activities.	<ul style="list-style-type: none"> <li>• P-PMP 3 Child demonstrates control, strength, and coordination of small muscles.</li> <li>• P-PMP 3a Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.</li> <li>• P-PMP 3b Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.</li> <li>• P-PMP 3c Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.</li> </ul>	<p>The daily use of a touch pad or mouse helps develops hand-eye coordination.</p> <p>See “Family Engagement Resources” at end of document.</p> <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>		
Pa7 Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<ul style="list-style-type: none"> <li>• Tongue Twister Sound Song</li> </ul>
<b>TOPIC: SENSORY-MOTOR</b>		
Pa8 Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	Engaging activities throughout the program hold the student's attention while focusing on each task.

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>STRAND: PHYSICAL WELL-BEING</b>		
<b>TOPIC: BODY AWARENESS</b>		
Pa9 Identify and describe the function of body parts.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<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>		
Pa10.1 Participate in structured and unstructured active physical play exhibiting strength and stamina.	<ul style="list-style-type: none"> <li>• P-PMP 1 Child demonstrates control, strength, and coordination of large muscles.</li> <li>• P-PMP 1a Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</li> <li>• P-PMP 1b Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.</li> <li>• P-PMP 1c Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</li> </ul>	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
Pa10.2 Demonstrate basic understanding that physical activity helps the body grow and be healthy.	<i>No clear alignment with Early Learning Outcomes Framework.</i>	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
<b>TOPIC: NUTRITION</b>		
Pa11.1 Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	<ul style="list-style-type: none"> <li>• P-PMP 5 Child develops knowledge and skills that help promote nutritious food choices and eating habits.</li> <li>• P-PMP 5a Identifies a variety of healthy and unhealthy foods.</li> <li>• P-PMP 5b Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</li> <li>• P-PMP 5c Moderates food consumption based on awareness of own hunger and fullness.</li> </ul>	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul>



# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
<b>TOPIC: NUTRITION</b> <i>continued</i>		
Pa11.2 Distinguish nutritious from non-nutritious foods.	<ul style="list-style-type: none"> <li>• P-PMP 5 Child develops knowledge and skills that help promote nutritious food choices and eating habits.</li> <li>• P-PMP 5a Identifies a variety of healthy and unhealthy foods.</li> <li>• P-PMP 5b Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</li> <li>• P-PMP 5c Moderates food consumption based on awareness of own hunger and fullness.</li> </ul>	<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>		
Pa12.1 Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	<ul style="list-style-type: none"> <li>• P-PMP 4 Child demonstrates personal hygiene and self-care skills.</li> <li>• P-PMP 4a Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.</li> <li>• P-PMP 4b Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.</li> </ul>	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford UPSTART Activity Book.
Pa12.2 Follow basic health practices.	<ul style="list-style-type: none"> <li>• P-PMP 4 Child demonstrates personal hygiene and self-care skills.</li> <li>• P-PMP 4a Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.</li> <li>• P-PMP 4b Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul>
<b>TOPIC: SAFETY PRACTICES</b>		
Pa13.1 With modeling and support, identify and follow basic safety rules.	<ul style="list-style-type: none"> <li>• P-PMP 6 Child demonstrates knowledge of personal safety practices and routines.</li> <li>• P-PMP 6a Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.</li> <li>• P-PMP 6b Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.</li> </ul>	<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>

# OHIO'S EARLY LEARNING AND DEVELOPMENT STANDARDS & HEADSTART EARLY LEARNING AND DEVELOPMENT STANDARDS

OHIO STANDARDS	HEAD START ELOF	WATERFORD DIGITAL RESOURCES
TOPIC: SAFETY PRACTICES <i>continued</i>		
Pa13.2 Identify ways adults help to keep us safe.	<ul style="list-style-type: none"> <li>• P-PMP 6 Child demonstrates knowledge of personal safety practices and routines.</li> <li>• P-PMP 6a Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.</li> <li>• P-PMP 6b Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.</li> </ul>	<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>
Pa14.1 With modeling and support, identify the consequences of unsafe behavior.	<ul style="list-style-type: none"> <li>• P-PMP 6 Child demonstrates knowledge of personal safety practices and routines.</li> <li>• P-PMP 6a Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.</li> <li>• P-PMP 6b Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> </ul>
Pa14.2 With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).	<ul style="list-style-type: none"> <li>• P-PMP 6 Child demonstrates knowledge of personal safety practices and routines.</li> <li>• P-PMP 6a Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.</li> <li>• P-PMP 6b Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.</li> </ul>	<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>
Pa14.3 With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	<ul style="list-style-type: none"> <li>• P-PMP 6 Child demonstrates knowledge of personal safety practices and routines.</li> <li>• P-PMP 6a Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.</li> <li>• P-PMP 6b Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.</li> </ul>	<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



## SUPPORT

*Professional Services offers a continuum of customizable services. Learn more [here](#).*

## 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 Piñata 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)

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.

## 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

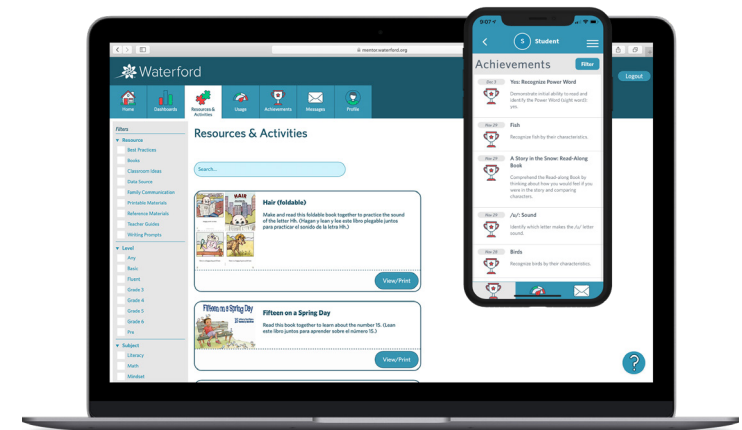
Waterford's Five Instructional Strands for Reading; Family Reading Activities; Alphabet Pictures Chart; Letter Writing Practice Aa-Zz; Journal Page; Family Writing Activities; Syllables; Nursery Rhymes (Hey, Diddle, Diddle; Quack, Quack, Quack; Jack and Jill; Twinkle, Twinkle Little Star); Capital Letter 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.



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

## 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.

