Waterford
CURRICULUM

Alignment Criteria:

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)

12 PRINCIPLES OF CHILD DEVELOPMENT AND LEARNING THAT INFORM PRACTICE

TECHNOLOGY AND INTERACTIVE MEDIA AS TOOLS IN EARLY CHILDHOOD PROGRAMS SERVING CHILDREN FROM BIRTH THROUGH AGE 8

NAEYC EARLY CHILDHOOD PROGRAM STANDARDS

MARCH 2017

CURRICULUM
Correlation

Waterford Programs:
Waterford Early Learning, Classroom Advantage, UPSTART, SmartStart & Professional Development

National Association for the Education of Young Children (NAEYC)

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OVERVIEW

This document provides a detailed correlation of WATERFORD PROGRAMS *to standards set out by the* NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC).

Waterford programs include Waterford Early Learning, Classroom Advantage, Waterford UPSTART, Waterford SmartStart and Waterford Professional Development.

INTRODUCTION

This document correlates key NAEYC academic position statements to five Waterford programs.

NAEYC STANDARDS

As a leading voice for high-quality early childhood education, NAEYC has position statements on a wide-range of early childhood practices. In this document, we correlate Waterford programs with three key NAEYC position statements.

- 12 Principles of Child Development and Learning that Inform Practice

- Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8 (Position Statement Adopted January 2012)

- NAEYC Early Childhood Program Standards

WATERFORD PROGRAMS

Waterford programs included in this correlation are

- Waterford Early Learning—Comprehensive, technology-based early reading, math, and science program with integrated assessments and teacher tools for K–2. It includes two programs: Waterford Reading and Waterford Math & Science. (Waterford Reading and UPSTART have been CASE endorsed since 2016.)

- Classroom Advantage—Designed for whole-class or small-group instruction, Classroom

Advantage gives teachers access to thousands of Waterford's research-based, digital learning activities using a projector or an interactive whiteboard.

- Waterford UPSTART—At-home, online kindergarten readiness program that gives preschool-age children early reading, math, and science lessons. UPSTART participants use Waterford Early Learning software. UPSTART families receive training and weekly support from a Personal Care representative. Hardware and Internet are also provided to families who qualify, bridging the technology gap as well as the early literacy and numeracy achievement gaps.

- Waterford SmartStart—Research-based, comprehensive curriculum designed especially for preK classrooms.

- Waterford Professional Development— Waterford creates great curriculum, but it's talented educators who make it soar. Waterford Professional Development ensures teachers and administrators have the tools they need to integrate Waterford into the classroom and use data effectively for impactful, long-term gains.

CONTINUAL DEVELOPMENT

Waterford programs are continually being developed and refined as Waterford is dedicated to upholding the best early childhood practices. Please note that Waterford is not affiliated with NAEYC.

DOCUMENT ORGANIZATION

This document includes a correlation chart with the following columns:

- *NAEYC Standards:* Lists the NAEYC standards.

- *Waterford Programs Summary:* Explains how Waterford programs meet the NAEYC standards.

- *Sample Resources:* Lists digital (activities from the online programs), print (teacher guides, student books, and studies), and family engagement materials (newsletters and DVDs) that best meet the NAEYC standards. Many of these materials can be viewed in the Waterford Manager by using the Search feature in the Curriculum tab.

FOR INDEPENDENT READERS

For grades 3 and above, Waterford has Curriculet, an independent reader program for fluent readers. Students will be able to build on the foundation of early learning and literacy skills they gained in Waterford programs.

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
12 PRINCIPLES OF CHILD DEVELOPMENT AND LEARNING THAT INFORM PRACTICE		
1. All areas of development and learning are important.	**Carefully established standards.** The standards for Waterford programs are established through careful consideration of the recommendations of many national organizations. Educators in the field of early childhood education carefully and thoroughly research each program. In addition, *consultants with expertise in theoretical and practical principles of early education* contribute extensively to the courseware. (For example, recent developments include activities that focus on executive function and cognitive skills.) This is done to ensure children using Waterford programs receive • the finest evidence-based instruction, • developmentally appropriate learning strategies, • and instruction and practice in key areas of development. Waterford Institute's goal is to produce programs that truly prepare children for lifelong learning with a strong foundation in reading, math and science.	**Skills Taught documents** provide an overview of the developmentally appropriate objectives in Waterford Reading, Waterford Math & Science, and Waterford SmartStart. (To view, visit "General Resources" at http://help.waterford.org/resources/ and select the "Skills Taught" folder.)
2. Learning and development follow sequences.	**Theory, sequencing and instructional principles based on scientific research.** The theory and instructional principles of Waterford programs are based on an accumulation of research studies that meet scientific research criteria. Therefore, the sequencing of Waterford programs is consistent with scientific research on early intervention and key elements of research-based instruction. *All activities are developmentally appropriate for early learners.*	Waterford Reading *teaches foundational reading skills*, including the alphabetic principle, phonemic awareness, phonics, fluency, and comprehension. Waterford Math & Science *builds a solid math foundation* using both conceptual math and basic skills, while teaching number sense, problem solving, and abstract concepts. The science aspect *encourages curiosity* in young children and introduces them to the world around them. Waterford SmartStart is a comprehensive preschool program created specifically for young learners that focuses on *building a firm foundation in literacy and numeracy*, while also providing instruction in science, social studies, executive function and cognition.

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
12 PRINCIPLES OF CHILD DEVELOPMENT AND LEARNING THAT INFORM PRACTICE *continued*		
3. Development and learning proceed at varying rates.	**Individualized curriculum allows children to progress at their own unique learning rates.** Because children are receiving individualized curriculum at their own pace and level, children are encouraged to always think for themselves, make decisions and solve problems according to the information they have. Other children are not interrupting or providing answers for those who need more think time. The individualized instruction gives each child the necessary time and skills they need to learn how to solve problems. Children needing extra support receive built-in scaffolding and assistance. Those who are able to grasp a new concept quickly move forward at their own pace. The fundamental principle of Waterford's personalized learning sequence is that each child should be able to proceed at his or her own unique learning rate. **Waterford is endorsed by CASE.** For three years, Waterford has also received an endorsement from the Council of Administrators of Special Education (CASE) for Waterford Early Learning. This highlights Waterford's dedication to children with exceptional needs. (See a press release at http://www.businesswire.com/news/home/20161116005506/en)	To watch a *video on personalized learning*, please visit https://youtu.be/DXo_N-sDmSs As example of embedded support within Waterford Reading includes the character Inspector Detector. Inspector Detector appears in the interactive books to show when and how to apply comprehension skills that have been taught throughout the courseware. She teaches children to become independent problem solvers and decision makers.
4. Development and learning result from an interaction of maturation and experience.	**Committed to developmentally appropriate interactions.** Waterford programs are adaptive to each child's individualized learning path and are always developmentally appropriate. Our developers base the ongoing development of activities on the latest research for young learners, and they are committed to ensuring that all interactions are developmentally appropriate.	Waterford teacher materials provided in the Waterford Manager include *hundreds of opportunities* for instruction that is both developmentally appropriate and hands-on. Waterford Math & Science lessons include *math, science, art, cooking, singing and history*. Waterford Reading provides opportunities to *explore texts and to write* about a variety of topics. In Waterford SmartStart, students learn about *executive function skills* such as cooperation, making mistakes and helping others.

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
12 PRINCIPLES OF CHILD DEVELOPMENT AND LEARNING THAT INFORM PRACTICE *continued*		
5. Early experiences have profound effects on development and learning.	**Waterford's founder chose to focus on early learners.** Waterford programs provide an opportunity for children to build a firm foundation of literacy and numeracy. Dr. Heuston, Waterford's founder, chose to focus on early learners based on research indicating that early experiences are essential to lifelong learning. The importance of providing a great start to each and every child is at the heart of Waterford's mission and is the basis of our continuing product development. Also, ongoing research on Waterford programs (both internal and external) demonstrates improved academic outcomes for children who use Waterford.	*An independent evaluation of Waterford UPSTART shows it significantly increased literacy skills for preschool-age children*—especially among at-risk populations. Longitudinal data shows those gains lasted beyond kindergarten, with participants still outperforming state averages on standardized tests through the fourth grade. You can read the evaluation here: https://waterfordinstitute.box.com/s/706j42sm9ujszs9cq6xr92xl8gddllwq
6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.	**Skills are taught on a continuum.** All learning is integrated and progressive. Skills are taught at the most basic levels then progress. For example, skills progress from letters to patterns to words to sentences to books. Finally the focus shifts to reading to comprehension and oral expression and fluency.	**Standards are taught simultaneously.** On the computer, many activities address related standards simultaneously, like the Readable Books in Levels Two and Three, which address multiple decoding strategies (blending, pattern words, key words) and comprehension skills (such as Inspector Detector icons in Readables from Units 6–10) in a single book activity.
7. Children develop best when they have secure relationships.	**Feedback in Waterford programs is always helpful and nonjudgmental.** If children answer questions incorrectly, an encouraging voice gives them a hint and invites them to try again. Some lessons encourage children to predict what will happen, allowing children to express their individual ideas or opinions in a non-threatening environment.	*For an example of the encouraging feedback found in Waterford programs,* watch a demonstration our Letter Trace activity: https://youtu.be/iAjVZ9Hylok

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
12 PRINCIPLES OF CHILD DEVELOPMENT AND LEARNING THAT INFORM PRACTICE *continued*		
8. Development and learning occur in and are influenced by multiple social and cultural contexts.	**Culture and diversity are priorities in Waterford programs.** Waterford programs use a wide variety of cultural and linguistic diversity. Gender and ethnicity were tracked during course development to ensure varied representation and to avoid stereotyping of males, females and different ethnic groups. Waterford programs provide teachers multiple *opportunities to coordinate with the home*. Ready-to-distribute newsletters inform parents of their children's progress and provide activities for parents to do at home. Schools can enable Home Access so children can use Waterford at home as needed (for example, during the summer). MyBackpack (free iPad app) also encourages a link between the classroom and the home.	Waterford SmartStart and Level One of Waterford Reading *expose children to many countries* in the Sing Around the World songs. These songs help children become acquainted with the music and languages of different countries.
9. Children learn in a variety of ways.	**Waterford programs are specifically designed so that all children can become fluent readers.** Children are exposed to thousands of activities that provide visual, auditory, and kinesthetic experiences. The use of music and digital graphics create a program that is not only engaging but also effective in teaching foundational skills. All learners are able to find success with the built-in scaffolded supports and mastery-based, adaptive sequencing. Age-appropriate activities are sequenced to provide for increasingly difficult tasks, while allowing for practice, repetition and remediation when necessary. Children receive relevant instruction presented in multiple ways with interactive and engaging activities that build and reinforce concepts and applications. Children needing more time and remediation are able to feel successful as they work at their own pace and are provided with the scaffolded support they need to master necessary skills (such as immediate feedback in the form of visual cues and corrections). Also, children who are able to move more quickly are not frustrated as they are allowed to move ahead more quickly.	**Waterford programs include 10,000 online activities and over 400 offline activities.** Waterford activity types include • Songs: Concepts are often introduced in a musical context, providing children with another way of recalling information. • Introduction: The introduction provides a framework for the lesson and informs the children what they will accomplish in the lesson. The introduction also relates the lesson concepts to prior knowledge. • Instruction: The instruction provides explicit teaching to help children learn a concept. • Books: Books extend the lesson concepts to authentic situations children can relate to. • Practice: Practice activities provide children with additional ways to work on concepts. • Assessment: Assessments evaluate the children's knowledge of each lesson objective.

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
12 PRINCIPLES OF CHILD DEVELOPMENT AND LEARNING THAT INFORM PRACTICE *continued*		
10. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.	**Waterford programs center on the learner, harnessing each child's natural curiosity and playfulness.** More specifically, Waterford programs combine child-initiated play with playful, intentional teaching. This supports the development of cognitive, social, emotional, oral language and literacy skills. **Playful intentional teaching.** As part of Waterford programs, teachers and parents are supported as they engage with children in playful, intentional teaching. Curriculum resources include the following: • Literacy games and reading activities to enjoy at home • Unstructured and guided play in Activity Centers (as part of Waterford SmartStart) • Fun classroom games with Classroom Advantage and Waterford Early Learning **Language and literacy development.** Waterford programs include online and offline components that use play to maximize learning engagement and cognitive development. To children, Waterford online activities are games, filled with fun animation, interactivity, exciting rewards, engaging songs, and rich literature. Classroom Advantage allows teachers to use these activities in small-group or whole-class instruction to create playful, intentional teaching experiences. Offline lesson plans for activity centers and project-based learning further incorporate play in a variety of settings.	**Child-initiated play.** Waterford SmartStart focuses on center time as the most important learning of the day. In these centers, children choose what they engage in, including physical play, object play, dramatic play, constructive play, and various games. For example, daily lesson plans always includes a Dramatic Play center with props and costumes to spark a child's interest in initiating play and exploring classroom concepts, themes, and stories. Other centers, such as Blocks, Music Workshop, and Sensory Table, provide both structured and unstructured play experiences that encourage children's use of oral language while also teaching executive function skills like cooperation, social relationships, and emotional and behavioral regulation.

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
12 PRINCIPLES OF CHILD DEVELOPMENT AND LEARNING THAT INFORM PRACTICE *continued*		
11. Development and learning advance when children are challenged.	**Waterford programs tutor and challenge each child individually.** As children progress through Waterford programs, the courseware adapts to their individual abilities. Each day, children are assessed according to their individual levels of mastery. Children who need further instruction are guided to alternate approaches. Children who need no further instruction advance to new skills or concepts. In this way, Waterford programs individually tutor each child and as well as challenge each child at the level appropriate for his or her abilities.	To watch a *video on personalized learning*, please visit https://youtu.be/DXo_N-sDmSs
12. Children's experiences shape their motivation and approaches to learning.	**Waterford programs create a comfortable learning environment.** Because Waterford programs are designed to help children learn concepts at their own pace, there is no risk of criticism or failure. They are designed to provide individual instruction for each child and do not produce a fear of competition. Children use headphones at the computer, which allows children to become engrossed in their own progress, putting them at ease. Children who tend to be reserved soon find themselves smiling, laughing and cheerfully engaged in their comfortable learning environment. **Waterford activities keep children actively involved.** Individualized instruction and exciting graphics, music, and game-like components keep children actively involved in the activities they are given during their computer sessions.	**Blended and integrated activities provide engaging learning experiences.** Waterford designers create blended activities—with intentional technology use and direct instruction—to help children master foundational math, literacy, and science skills. This integrated approach provides teachers with engaging tools for teaching higher order thinking skills. It also provides pathways for young students to ramp up on STEM skills in exploratory and impactful ways. *Familiar animated characters (for example, Rusty and Rosy Raccoon) guide instruction throughout the program.* These characters provide embedded scaffolds, such as extra help and fun rewards, during the learning progress. Media research emphasizes that young children process new learning more easily when presented by familiar characters with whom they've already connected.[1] [1] Lauicella, A. R., Gola, A., & Calvert, S. (2011). Toddlers' Learning From Socially Meaningful Video Characters. Media Psychology, 14, 216-232. Retrieved from Georgetown University: http://cdmc.georgetown.edu/wp-content/uploads/socially_ meaningful_characters2.pdf

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
TECHNOLOGY AND INTERACTIVE MEDIA AS TOOLS IN EARLY CHILDHOOD PROGRAMS SERVING CHILDREN FROM BIRTH THROUGH AGE 8		
1. Select, use, integrate, and evaluate technology and interactive media tools in intentional and developmentally appropriate ways, giving careful attention to the appropriateness and the quality of the content, the child's experience, and the opportunities for co-engagement.	**Technology that is one-on-one, age-appropriate and captivating.** Waterford programs give one-on-one instruction to all children, allowing each child to progress at his or her own rate. The delivery of instruction through entertaining and age-appropriate graphics capture children's attention. The curriculum builds, gradually getting more sophisticated as children become older and need more instruction. **Valuable progress, class and individual reports.** Waterford programs provide teachers with progress reports on a class or individual basis. Each child's individual needs can be met and the delivery of instruction for every child is realistic and attainable. If adjustments need to be made for a specific child or a group of children, a teacher may make those adjustments to create a more meaningful and attainable session.	Waterford programs address *a broad range of content* by exposing children to literature such as *What is a Cloud?*, *Louis Braille* or *Discovering Dinosaurs*. In the Math & Science programs, children are also introduced to a wide range of content, such as counting, telling time, measuring, learning about the scientific method, or discovering the history behind Wilbur and Orville Wright.
2. Provide a balance of activities in programs for young children, recognizing that technology and interactive media can be valuable tools when used intentionally with children to extend and support active, hands-on, creative, and authentic engagement with those around them and with their world.	**Technology that encourages interaction.** Waterford's resources include activities that encourage children to discuss their predictions, ideas, or findings aloud, which will then provide them with social interaction and the opportunity to learn from their peers.	Within the Waterford Manager teachers have access to hundreds of PDF Materials as well as to Waterford's rich library of digital lessons and activities. With Classroom Advantage, teachers can create and customize small-group or whole-class lessons.

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
TECHNOLOGY AND INTERACTIVE MEDIA AS TOOLS IN EARLY CHILDHOOD PROGRAMS SERVING CHILDREN FROM BIRTH THROUGH AGE 8 *continued*		
3. Prohibit the passive use of television, videos, DVDs, and other non-interactive technologies and media in early childhood programs for children younger than 2, and discourage passive and non-interactive uses with children ages 2 through 5.	*Waterford's curriculum is not designed to be used with children younger than 2.* **The recommended usage is as follows:** • Preschool students using Waterford SmartStart—15 minutes per day, 5 days a week • Kindergarten students using Waterford Early Learning—15 minutes per day per program (Waterford Reading and Waterford Math & Science), 5 days a week • First-grade students and above using Waterford Early Learning—30 minutes per day per program (Waterford Reading and Waterford Math & Science), 5 days a week **Waterford programs are an engaging experience; children are active participants.** It is common to see children singing songs, writing on white boards or answering the characters' questions while interacting with the program. With Classroom Advantage, teachers can use Waterford's digital resources to create small or whole-group lessons to engage children.	For an example of how children are encouraged to interact with Waterford programs, see https://youtu.be/iAjVZ9HyIok
4. Limit any use of technology and interactive media in programs for children younger than 2 to those that appropriately support responsive interactions between caregivers and children and that strengthen adult-child relationships.	**Waterford programs are not designed to be used with children younger than two.**	

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
TECHNOLOGY AND INTERACTIVE MEDIA AS TOOLS IN EARLY CHILDHOOD PROGRAMS SERVING CHILDREN FROM BIRTH THROUGH AGE 8 *continued*		
5. Carefully consider the screen time recommendations from public health organizations for children from birth through age 5 when determining appropriate limits on technology and media use in early childhood settings. Screen time estimates should include time spent in front of a screen at the early childhood program and, with input from parents and families, at home and elsewhere.	The online portions of the Waterford programs provide children with an entertaining yet appropriately sequenced instruction, which builds their confidence as they continue to learn and succeed. The computers limit each child's time spent on the computer, giving children the opportunity to move on to other activities. **A balance of online and offline resources.** Offline activities include sensory stimulation activities as well as cooking, drama, music and movement lessons.	**Homelink Newsletters to promote family involvement.** Within the Waterford Manager, teachers can access Homelink Newsletters that can be sent home to families to encourage learning within the home environment. These newsletters include activities that families can do to promote literacy and numeracy. They also include a list of suggested books that can be found at a public library.
6. Provide leadership in ensuring equitable access to technology and interactive media experiences for the children in their care and for parents and families.	**Committed to equitable technology access.** Waterford is committed to equitable access to technology for families. In fact, in the UPSTART program, qualifying families receive a computer and Internet access while their children are participating in the program. Waterford has gone so far as to install solar panels on mobile homes in rural areas in order to allow families access to the program.	To see an *example of a rural UPSTART participant* in Monument Valley, Utah, visit https://waterfordinstitute.box.com/s/wy4k484px03jg0s0a8yzlhz6dxbtw4ph
NAEYC EARLY CHILDHOOD PROGRAM STANDARDS		
1. Relationships *Program Standard:* The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.	**Waterford programs are created with the understanding that all children are unique, valued and capable of learning.** At the heart of the Waterford programs is the deep understanding that all individuals are unique and valued. The personalized learning sequence is based on the firm belief that all children are capable of learning and becoming a valuable part of our community and world. It is important that all children are provided with high-quality, research-based solutions that meet their learning needs exactly where they are each day.	

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
NAEYC EARLY CHILDHOOD PROGRAM STANDARDS *continued*		
1. Relationships *continued* *Program Standard:* The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.	**Teacher-led interventions and rich teacher-student interactions.** Waterford provides a foundation for teacher-led intervention strategies and rich teacher-student interactions. This is accomplished with the following resources that deepen instruction, extend practice, and provide authentic feedback: • *Intervention groups:* Data-based recommendations for grouping students who struggle with similar concepts. • *Interactive whiteboard resources:* Digital activities and targeted playlists for interactive whiteboards that can be used for small-group and classroom intervention activities. • *Searchable online library:* Rich library of downloadable teacher resources, including lesson plans, worksheets and extended learning activities that target literacy skills across multiple content areas such as math, science, social studies, music, physical education and drama. **Programs encourage individual worth and autonomy.** Each day, children work at their own pace, allowing for individual instruction that adapts to their immediate needs. *Automatic, positive feedback is also beneficial for children. Each child is motivated to take charge of his or her learning.* Children scarcely realize that they are learning because of the level of enjoyment they experience during their learning process. Each child has the opportunity to reach his or her potential and to become a responsible community member.	

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
NAEYC EARLY CHILDHOOD PROGRAM STANDARDS *continued*		
2. Curriculum *Program Standard:* The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.	Waterford programs are based on developmentally appropriate practices that support social, emotional, physical, language, and cognitive learning. **Social.** Activities are designed to develop social awareness in young children. Online and offline activities use literature, stories, and songs to help children learn about and discuss family and community roles. These activities prioritize inclusiveness and diversity in characters, stories, and imagery. Offline lessons guide teachers in providing explicit instruction and in modeling of social skills. **Emotional.** Waterford programs support the development of emotional functioning as an essential school readiness skill. In both online and offline activities, children learn to recognize and label emotions, as well as to communicate emotions appropriately. As the curriculum is infused with choice and personalized learning, children increase control of their emotions as they exercise choice and develop independence. **Physical.** Online activities develop fine motor skills, such as using a mouse and keyboard and they also require writing letters, words, sentences, and stories with a pencil. Offline activities promote health and physical development as a central component of a child's readiness to learn. **Language.** Waterford programs explicitly address language development, including receptive language, expressive language, and vocabulary. In all online activities, fun characters and games explicitly teach key vocabulary words. Narrators also model dramatic reading in rich, interactive books. Children read and sing along with the online activities, and this extends into their classrooms and homes.	Both online and offline resources are available in the Waterford Manager. Reviewing these activities along with the Skills Taught documents and correlations on our Help Site provide a broad overview of the learning objectives of all of our programs. For more details see http://help.waterford.org/resources/#general-resources **Language development available with Classroom Advantage.** Teachers can use Classroom Advantage in small-group and classroom instruction. This encourages language use through peer interaction, collaboration, and problem solving activities. **UPSTART encourages language development at home.** Personal Care Representatives in the UPSTART program coach parents in effective and language-rich learning activities to do in the home. By listening to parent observations and monitoring the child's needs in usage reports, Personal Care Representatives make recommendations that align to the child's learning. **SmartStart provides explicit instruction and modeling of self-regulation skills**, such as the following: • Respecting classroom rules • Developing independence with classroom routines and activities • Learning to be sensitive to context and consequence • Recalling information and concepts • Staying actively engaged in activities • Controlling impulses • Delaying gratification • Demonstrating flexibility and persistence

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
NAEYC EARLY CHILDHOOD PROGRAM STANDARDS *continued*		
2. Curriculum *continued* *Program Standard:* The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.	**Cognitive.** Cognitive development is related to the other domains. Both online and offline activities are designed to develop critical thought processes, including remembering, problem solving, and decision-making. As cognitive skills related to executive functioning are critical to school readiness, Waterford SmartStart provides explicit instruction and modeling of self-regulation skills.	
3. Teaching *Program Standard:* The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.	**Programs based on scientific research on early intervention.** The theory and instructional principles of the Waterford programs are based on an accumulation of research studies that meet scientific research criteria. Therefore, the context of the program is consistent with scientific research on early intervention and key elements of research-based instruction. *Waterford Reading* teaches reading instruction, including the alphabetic principle, phonemic awareness, phonics, fluency and comprehension. *Waterford Math & Science* builds a solid math foundation using both conceptual math and basic skills while teaching number sense, problem solving, and abstract concepts. The science aspect encourages curiosity in young children and introduces them to the world around them. *Waterford SmartStart*, as a comprehensive preschool program, provides developmentally appropriate activities in reading, math, science and executive function skills.	**Study in Lamar County found that students who use Waterford markedly outperform the control students.** Kindergarten, first and second grade students in Lamar County Consolidated Independent School District in Texas used Waterford Reading in 2015–2016. • In kindergarten, students who used Waterford outperformed control students on eight strands of the Texas Primary Reading Inventory (TPRI). • First and second grade students who used Waterford outperformed control students on 13 strands each. • Demographic results that were especially notable include: Limited English Proficiency (LEP) students who used Waterford outperformed students in the control group on all strands in kindergarten and second grade; and, for all strands with a large enough sample size, Waterford students across all ethnicities outperformed control students. To view the study, visit https://waterfordinstitute.app.box.com/s/h9i94jmzmm0i74ppdl9b7itny6tchrzj

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
NAEYC EARLY CHILDHOOD PROGRAM STANDARDS *continued*		
4. Assessment of Child Progress *Program Standard:* The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.	**Waterford programs collect an ongoing data-stream around each child's program usage and learning success.** This data is organized into visually intuitive reports and in-app dashboards that show real-time progress and areas of difficulty, empowering teachers with a high-impact data for instructional decisions. More specifically, Waterford's assessments and reports include the following components: **Placement assessment.** Waterford's adaptive programs open with placement (diagnostic) assessments that determine the appropriate starting level of each child. **Ongoing assessment.** The sequencer adapts to each child's performance. It determines which activities are needed to introduce, instruct, practice and assess specific reading, math and science skills. **Ongoing data stream.** Continuous assessment creates an ongoing data stream that provides teachers with powerful diagnostic, work-sampling and student-tracking tools. Utilizing this ongoing data stream, teachers can more effectively target student needs and design interventions at all levels—individual, small group and classroom. **Visually intuitive reports.** Waterford reports feature graphical representations with hot links to data that enable users to see both summary and detail data points in one view. **Data sharing.** Data can be exported to various file types, including Excel, Word, .csv and .pdf. This allows the report data to be shared with different systems and stakeholders, including parents. Teachers are encouraged to share student progress and concerns regularly with parents.	**Waterford Reports and in-app dashboards are key** for progress monitoring, identifying areas of difficulty for intervention and documenting learning objectives mastered. As children move through the sequence, ongoing assessments track each child's personalized learning path. Student success can be measured across three metrics: • Usage (how much students use the program) • Progress (how much of the program students have completed) • Performance (students' assessment scores) **Waterford Professional Development explains how to integrate data.** Waterford Professional Development offers virtual and in-person training for teachers and administrators. These custom-made trainings are a powerful way to learn how to use Waterford data to inform instruction.

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
NAEYC EARLY CHILDHOOD PROGRAM STANDARDS *continued*		
4. Assessment of Child Progress *continued*.	**Real-time progress monitoring.** In-app data dashboards streamline progress monitoring with visual graphics of progress, as well as data hot links for deep analysis. **Data-driven decision making.** Teachers can use reporting features to monitor progress in real-time, identify areas of difficulty down to the objective level, and then use additional intervention tools offered in Waterford programs as needed.	
5. Health *Program Standard:* The program promotes the nutrition and health of children and protects children and staff from illness and injury.	**Good health and nutrition emphasized.** Within Waterford programs, children learn about good hygiene, healthy eating, germs, exercise, rest and other health related themes. SmartStart teacher materials also include a variety of health-related center ideas and classroom activities.	Waterford programs include the following learning objectives: • Exercise and Rest • Health • Germs • Teeth
6. Teachers *Program Standard:* The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.	**Waterford Professional Development supports teachers and administrators.** Professional learning opportunities for program staff (for example, teachers and administrators) are an integral part of any Waterford implementation. Waterford's Professional Development team and Implementation Services team support teachers in delivering personalized interventions to meet individualized student needs. Our Professional Development team understands that the ultimate goal of professional development is the ability to create sustainable success in the classroom, which is proven to improve student outcomes. Professional development sessions can be fully customized to meet the needs of schools or districts.	For an explanation of the services and courses offered by Professional Development, see our Professional Development Services brochure at https://waterfordinstitute.box.com/s/dgdnwkun3da1mahnidpq

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
NAEYC EARLY CHILDHOOD PROGRAM STANDARDS *continued*		
6. Teachers *continued*	*Teachers* are trained to effectively use the Waterford Manager system and to monitor student progress and performance. Teachers gain the tools and knowledge they need to apply Waterford reports, ensuring all children are mastering grade-level expectations. *Administrators* are trained in best practices for supporting teachers, how to monitor the implementations and to evaluate implementation results, which leads to greater student achievement.	
7. Families *Program Standard:* The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.	**Multiple opportunities to coordinate with the home.** Waterford programs provide teachers multiple opportunities to coordinate with the home. Ready-to-distribute homelink newsletters provide activities for families to do at home. **UPSTART families receive constant support.** In UPSTART's at-home preschool program, families receive constant support from their Personal Care representative. This support can be provided in either English or Spanish and is a key component of the success of this model. The home-based model has been used for tens of thousands of Utah four-year olds to provide them with the needed literacy skills to be successful learners as they enter kindergarten.	For more details on *Waterford's direct interaction with families* visit the UPSTART website at http://www.waterfordupstart.org/
8. Community Relationships *Program Standard:* The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.	**UPSTART—an example of Waterford's mission to partner with communities.** The UPSTART program is a wonderful example of Waterford's mission to partner with communities to support early learning. Waterford is continually searching for new ways to engage with our existing communities and for new community partnerships. Waterford strives to provide a great educational start for every child.	For an idea of how Waterford engages families and builds partnerships, see the following examples: • UPSTART Gives Parents New Engagement Tools and Helps Their Two Children in School https://waterfordinstitute.box.com/s/nftihviwnxrpxmuqt7igkklkep53x5me • Case Study: At-Home Kindergarten Readiness Program Teaches English Language Learner Reading, Math & Science https://waterfordinstitute.box.com/s/9hb93yu4m33yveh1nko5ksq7l4cmzu8i

NAEYC STANDARDS	WATERFORD PROGRAMS SUMMARY	SAMPLE RESOURCES
NAEYC EARLY CHILDHOOD PROGRAM STANDARDS *continued*		
9. Physical Environment *Program Standard:* The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.	**Professional Development supports physical implementation.** Waterford programs are a wonderful addition to any environment as they facilitate student learning. Professional Development services can be combined with the software to further develop staff learning and to support the physical implementation of the computer stations and technology tools used in daily classroom activities.	
10. Leadership and Management *Program Standard:* The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high-quality experiences.	**Tool for implementing high-quality learning.** Waterford is a tool that can be used to effectively implement high-quality learning experiences for all children. *Professional Development can be combined with the software solution* to support program implementation and personnel preparation.	For an explanation of the services and courses offered by Professional Development, see our Professional Development Services brochure at https://waterfordinstitute.box.com/s/dgdnwkun3da1mahnidpq

WATERFORD *Books and Related Activities*

READING LEVEL ONE

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

ABC Songs
Capital Letters
Fish, Jungle, Pirate, Red Riding Hood, Factory, Picnic, Magician, Airplane, Fireworks, Fairy

Mixed Case Letters
Jazz, Magic

Lowercase Letters
Flowers, Factory, Fish, Jungle, Picnic, Red Riding Hood

SMARTSTART EXECUTIVE FUNCTION VIDEOS
My Name Is Squirrel, Come Inside, Soup's On, Musical Mayhem, Perfect Present, Do I Have To?, It's Not Fair!, Party Time, Squirrel's Sketches, Mama's Melody, Baby's Ballet, Papa's Play, Where's Papa?, Lost and Found, Boo Hoo Baby, Find Me!, Clubhouse, Marmot Basket, Pretend Play

Family Photo Fun
Dinner Time, Broken Lamp, and The Picnic

I Can Calm Down
Lost Dinosaur, Baby's Blocks, Papa Hurts His Thumb, Squirrel Blocks, Baby Wants Berries, Lost Keys, Noisy Children, and Broken Vase

READING LEVEL TWO

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

READING LEVEL THREE

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen) Titles

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

Sentence Dictation Titles

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

WATERFORD *Books and Related Activities*

MATH & SCIENCE LEVEL ONE

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

MATH & SCIENCE LEVEL TWO

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

MATH & SCIENCE LEVEL THREE

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; Tyrannosauraus 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

WATERFORD *Family Engagement Resources*

MATH SING-ALONG (NUMBERS ON THE GO) DVD

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

NURSERY RHYMES & SONGS DVD

Rhyming Words A: The Apple Tree; B: Bluebird, Bluebird; C: Pat-a-Cake; D: Hey Diddle, Diddle; E: One Elephant Went Out to Play; F: The Farmer in the Dell; G: Ten Little Goldfish; H: All the Pretty Little Horses; I: Mother, Mother, I Am Ill; J: Jack and Jill; K: Three Little Kittens; L: Mary Had a Little Lamb; M: Little Miss Muffett; N: I Touch My Nose Like This (Spanish); O: Polly, Put the Kettle On; P: This Little Pig; Q: Quack, Quack, Quack; R: Little Rabbit (Chinese); S: Eensy, Weensy Spider; T: Tortillas, Tortillas (Spanish); U: The Bus; V: My Valentine; W: Wee Willie Winkie; X: A-hunting We Will Go; Y: Yankee Doodle; Z: The Zulu Warrior

LETTER SOUND SONGS DVD

Picture Sound Song; Tongue Twister; Show and Tell Sound Song; Scientist Sound Song; Apples and Bananas Vowel Song; Old MacDonald's Vowels; Lowercase Letter Formation (a–z)

WATERFORD EARLY LEARNING HOME ACCESS

WATERFORD EARLY LEARNING APP (FOR IPAD)

MY BACKPACK APP (FOR IPAD)

Mental Math
Read-Alongs
Traditional Tales
Sing-Along Songs
Nursery Rhymes

READING HOMELINK NEWSLETTERS

Alphabet Knowledge
Comprehension and Vocabulary
Sum Up: Remember Order
Sum Up: Remember Details
Peek at the Story
Guess and Check
Connect to Me
Build Knowledge

Readiness Skills Letters
Naming parts of the body
First, Next, Last
One-to-One correspondence
Opposites
Look at Details (identify same and different)

Phonological Awareness Letters
What is Rhyming?
Which Words Rhyme?
Sentences Are Made Up of Words
Making Compound Words
Breaking Compound Words
What Is a Syllable?
Put Syllables Together to Make Words
Break Words into Syllables
The First Sound in a Word
Words with the Same First Sound
Making Words from First Sounds and the Rest

MATH HOMELINK NEWSLETTERS

Match
Position
Shapes
Counting
Patterns
Sort
Size
Number Sense (1–10)
Order (1–10)
Count On
Measurement (length)
Count Down
Addition (10)
Numbers 11–15
Numbers 16–20

SCIENCE HOMELINK NEWSLETTERS

The World Around Us (5 senses)
Living Things (living v. non-living)
Plants
Vertebrates
Invertebrates
The Sky Above Us (sun, moon, stars)
Our Earth (recycle, ecosystems)
How it Works (push/pull, solid/liquid, magnets, materials)