



CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Oklahoma
Early Learning
Guidelines for
Children (2017)*

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OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
APPROACHES TO LEARNING	
STANDARD 1: THE CHILD DEMONSTRATES POSITIVE ATTITUDES, HABITS, AND LEARNING STYLES.	
A. Demonstrates an eagerness and interest in learning.	
1. Chooses to participate in a variety of activities, tasks, and play areas.	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest.
2. Shares ideas and asks questions.	<ul style="list-style-type: none"> • Science Investigation • 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
3. Enters into cooperative play with other children.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Pretend Play
B. Develops and expands listening skills.	
1. Follows simple oral directions.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately.
2. Identifies sounds heard.	<ul style="list-style-type: none"> • Common Sounds • What Do You Hear? • Animal Sounds
3. Responds to and mimics sounds.	Waterford activities, such as Letter Sound Instruction, ask children to “Say it with me!”, and are repetitive with “One more time!” Activities demonstrate sound and ask children to repeat the sound or sounds they hear.
C. Takes care of materials.	
1. Makes appropriate use of materials.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
Knows where supplies and materials are kept and assists with clean-up.	<p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • What Would You Do? • This Belongs to a Friend • Garbage Elves • Guess My Rule • Clean Up Together
D. Demonstrates self-direction and independence.	
1. Makes choices and stays with an activity for a reasonable length of time once a choice is made.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. They build persistence with the support provided within each activity that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
2. Uses toilet independently; washes hands unassisted; blows nose when reminded; dresses self for outdoor play with assistance, and asks for assistance when needed.	<ul style="list-style-type: none"> • Books: The Germs; Whatever the Weather <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus
3. Follows routines upon entering and leaving the play space, playground, learning centers, etc.	<p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Garbage Elves • Guess My Rule • Clean Up Together

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
E. Demonstrates increasing ability to set goals. Develops and follows through on plans.	
1. Increases ability to organize him/her self and materials.	<ul style="list-style-type: none"> • Squirrel's Sketches • Perfect Present
2. Increases understanding of a task as a series of steps.	Children are often asked to follow a sequence of steps to complete an activity.
3. Follows through to complete tasks and activities.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. They build persistence with the support provided within each activity that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
F. Manages transition between activities effectively.	
1. Moves with ease from one activity to another.	<ul style="list-style-type: none"> • Perfect Present • Soup's On!
2. Displays little discomfort or distress when schedule changes.	<ul style="list-style-type: none"> • Soup's On! <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Role Play
G. Understands, accepts, and follows rules and routines.	
1. Begins to show self-control by following rules.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
2. Begins to accept consequences of behavior.	<ul style="list-style-type: none"> • Do I Have To? <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Consequences Cards
3. Begins to show greater ability to control intense feelings.	<ul style="list-style-type: none"> • It's Not Fair! • Lost and Found • Lost Dinosaur <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings
H. Develops increasing ability to find more than one solution to a question, task, or problem.	
1. Begins to show ability to generate several approaches to carry out a task.	Support provided within each Waterford activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.
2. Pursues alternative approaches to problem solving.	Waterford's social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. <ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Perfect Present • Do I Have To? • Boo Hoo Baby • Science Investigation

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
I. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	
1. Enjoys actively exploring materials and displays a curiosity and a desire to participate in activities; participation may vary depending on the learning style of the child.	<ul style="list-style-type: none"> • Science Investigation • Materials • Magnets
2. Engages in conversations with others regarding the materials. Applies previously learned information to new situations.	Social-emotional videos and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
CREATIVE SKILLS	
STANDARD 1: THE CHILD PARTICIPATES IN ACTIVITIES THAT FOSTER INDIVIDUAL CREATIVITY.	
A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances.	
1. Participates freely in music activities.	Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program. <ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
2. Enjoys singing games, dramatizing songs and dancing/moving to music.	Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program. <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby’s Ballet • Mama’s Melody
B. Thinks of new uses for familiar materials.	
1. Shows creativity and imagination in play with materials and props.	<ul style="list-style-type: none"> • Pretend Play • Soup’s On! • Perfect Present
2. Uses objects as symbols for other things.	<ul style="list-style-type: none"> • Pretend Play • Soup’s On! • Perfect Present
C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.	
1. Participates in dramatic play themes that become more involved and complex, possibly carrying over several days.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play
2. Assumes various roles in dramatic play situations.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play
D. Works creatively using a variety of self expressive materials and tools to creatively ideas.	
1. Explores and manipulates art media (For example: crayons, paint, clay, markers) to create original work.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
D. Works creatively using a variety of self expressive materials and tools to creatively ideas <i>continued</i>.	
2. Shares ideas about personal artwork.	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"> Squirrel's Sketches
3. Uses materials (For example: small figures, puppets, dolls, and props) to recreate or dramatize stories, moods, experiences and situations.	<ul style="list-style-type: none"> Pretend Play Perfect Present Materials Read With Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.)
E. Moves freely in response to music and change of tempo.	
1. Moves in time with the beat.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody
2. Begins to respond to music of various tempos through movement.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody
F. Expresses thoughts and feelings through creative movement.	
1. Uses movement to express feelings, understand and interpret experiences.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody
2. Enjoys dramatizing songs and games and moving to music.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody Sing a Rhyme Songs/Books (See titles at end of document.)
G. Experiments with a variety of musical instruments.	
1. Begins to distinguish among the sounds of several common instruments.	Waterford Mentor Resources: <ul style="list-style-type: none"> Animal Music Cards
2. Experiments with a variety of musical instruments and sound sources (For example: keys, wooden blocks, bowl and spoon).	Waterford Mentor Resources: <ul style="list-style-type: none"> Animal Music Cards
LANGUAGE ARTS	
STANDARD 1: LISTENING—THE CHILD LISTENS FOR INFORMATION AND FOR PLEASURE.	
A. Listens with interest to stories read aloud.	
1. Shows enjoyment of books and stories and discussions.	<ul style="list-style-type: none"> Read With Me Books Read-Along Books Informational Books Sing a Rhyme Songs/Books (See titles at end of document.)
2. Responds to pictures, symbols or sign language (For example: smiles, laughs, changes in facial expression).	<ul style="list-style-type: none"> Sing Around the World songs Read With Me Books Read-Along Books Informational Books Sing a Rhyme Songs/Books (See titles at end of document.)

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B. Understands and follows oral direction.	
1. Listens, understands and follows simple spoken directions, symbols or sign language.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately.
2. Attends to conversations and answers questions.	Waterford’s social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters ask and answer questions.
C. Engages/participates in conversations (listening interacting, speaking, etc.) and answers/asks questions and follows directions.	
1. Participates in the turn-taking of listening, speaking, staying on topic and engaging appropriately in conversations with other children and adults.	Waterford’s social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate.
STANDARD 2: SPEAKING—THE CHILD EXPRESSES IDEAS OR OPINIONS IN GROUP OR INDIVIDUAL SETTINGS.	
A. Uses oral language or sign language for a variety of purposes (For example: expressing needs and interests).	
1. Uses words, pictures to communicate needs such as hunger, cold, and sleepy.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
2. Expresses ideas in complete sentences such as “I want to play with the blocks.”	Waterford’s social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences. <ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
3. Names objects instead of pointing.	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"> • Words in Your World
4. Shows understanding of a conversation by nodding, gesturing, or responding appropriately.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Activity Book.
5. Communicates clearly enough to be understood by adults.	Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly. <ul style="list-style-type: none"> • Letter Sound Instruction
B. Listens and speaks using agreed-upon rules with guidance and support.	
1. Works in groups to set agreed-upon rules.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book. <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids • Life Jackets and Floaties • Classroom Helpers • All the Way Done

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
B. Listens and speaks using agreed-upon rules with guidance and support <i>continued</i>.	
2. Accepts suggestions but may revise rules in his/her favor.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
C. Recalls and repeats simple poems, rhymes, songs.	
1. Participates in singing, reciting poems and saying and acting out finger plays.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.)
D. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.	
1. Uses longer, more complex sentences.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences • Look, Listen, and Match
2. For children learning English, makes progress in communicating and using English while maintaining home language.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. One example is Native Language Support. With this feature enabled, when the student selects “Repeat” they hear the instructions again in Spanish followed immediately in English.
E. Shares simple personal narrative.	
1. Tells stories about themselves and can focus on favorite or memorable part in correct sequence.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Sum Up, Remember Order
F. Participates actively in conversations.	
1. Carries on conversations with children and adults.	Waterford’s social-emotional videos model conversations and discussions between various characters.
2. Follows conversational rules such as staying on topic, taking turns, speaking and listening, and speaking at appropriate volume and intensity.	Waterford’s social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
STANDARD 3: PRINT AWARENESS—THE CHILD UNDERSTANDS THE CHARACTERISTICS OF WRITTEN LANGUAGE.	
A. Demonstrates increasing awareness of concepts of print.	
1. Recognizes name in print.	The child’s name is displayed on the lower-left corner of the activity screen during each session of Waterford. <ul style="list-style-type: none"> • Name Game (What’s Your Name?)
2. Uses scribbles, shapes, and letter-like symbols to write or represent words or ideas.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) • Distinguish Letters • Letters Make Words
3. Begins to print letters in own name.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace (Letter Picture Writing) • Name Game (What’s Your Name?)
B. Identifies the front cover and back cover of a book.	
1. Recognizes favorite books by their cover.	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.
2. Correctly names the front and back covers of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.

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C. Follows book from left to right and from top to bottom on the printed page.	
1. Holds book right side up and begins at the front.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions with highlighted text which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality
2. Begins to develop awareness that print moves from left to right, top to bottom and front to back.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions with highlighted text which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality
D. Shows increasing awareness of print in classroom, home and community settings.	
1. Shows an awareness of alphabet letters.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Print Concepts • Letters Make Words
2. Recognizes letters in own name.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Name Game (What's Your Name?)
3. Identifies letters, words and signs located in the environment.	<ul style="list-style-type: none"> • ABC Songs • Words in Your World
E. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.	
1. Imitates teacher's behavior of tracking print when using big books.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions with highlighted tracking which helps show the sequence of print.
2. Pronounces some sounds represented by letters.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound
F. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.	
1. Understands signs, labels, and print forms have certain meanings. For example: a stop sign means stop, a child's name on a cubby, or a name on the front of an envelope.	The child's name is displayed on the lower-left of the screen during each session of Waterford. When their turn is finished, a pop-up of the Rusty character holding a stop sign is displayed and the narrator says "Your turn is finished, you've done a good job".
G. Develops growing understanding of the different functions and forms of print (For example: signs, letters, newspapers, lists, messages, and menus).	
1. Begins to demonstrate an interest in using writing for a purpose such as making a menu, writing a note to mom, or creating a map.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> • Print Concepts • Alphabet Introduction (Distinguish Letters) • Dots, Lines, Circles • Letter Trace (Letter Picture Writing) • Name That Letter • Letters Make Words • Words Tell About the Pictures • Sentences

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H. Begins to understand some basic print conventions (For example: the concept that letters are grouped to form words and words are separated by spaces).	
1. Uses known letters or approximation of letters to represent written language.	<ul style="list-style-type: none"> • Print Concepts • Distinguish Letters • Dots, Lines, Circles • Letter Trace (Letter Picture Writing) • Name That Letter • Letters Make Words • Words Tell About the Pictures • Sentences
I. Role plays reading.	
1. Shares books and engages in pretend reading with other children.	<ul style="list-style-type: none"> • Read With Me Books • Informational Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.)
STANDARD 4: PHONOLOGICAL AWARENESS—THE CHILD DEMONSTRATES THE ABILITY TO WORK WITH RHYMES, WORDS, SYLLABLES, ONSETS, AND RIMES.	
A. Begins to hear, identify, and make oral rhymes (For example: “The pig has a wig”).	
1. Enjoys words with matching sounds and rhymes in familiar words, games, stories, songs, and poems.	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.)
B. Shows increasing ability to hear, identify, and work with syllables in spoken words.	
1. Begins to hear and discriminate separate syllables in words. (For example: “I can clap the parts in my name: An-drew.”)	<ul style="list-style-type: none"> • Syllables • Syllable Safari
STANDARD 5: PHONEMIC AWARENESS—THE CHILD DEMONSTRATES THE ABILITY TO HEAR, IDENTIFY, AND MANIPULATE INDIVIDUAL SOUNDS IN SPOKEN WORDS.	
A. Shows increasing ability to discriminate, identify, and work with individual phonemes in spoken words. (For example: “The first sound in sun is /s/”).	
1. Hears the difference between similar sounding words. (For example: coat and goat, three and free)	<ul style="list-style-type: none"> • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.) • Blending • Blending Riddles • Blend Every Sound • Find the Picture • Blend Individual Phonemes

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
A. Shows increasing ability to discriminate, identify, and work with individual phonemes in spoken words. (For example: “The first sound in sun is /s/”) <i>continued.</i>	
2. Experiments with language. (like ssssnake)	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where is the Sound? • Barnyard Bash • Circus Clown Climbers • One, Two, Three Sounds
B. Recognizes which words in a set of words begin with the same sound (For example: “Bell, bike, and boy all have /b/ at the beginning”).	
1. Hears beginning sounds in familiar words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Where is the Sound? • Barnyard Bash
2. Plays with repetitive sounds.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Where is the Sound? • Barnyard Bash • Blend Every Sound • Rhyme • Rhyme Match
C. Begins to isolate final sounds in spoken words with teacher support.	
1. Hears final sounds in familiar words.	<ul style="list-style-type: none"> • Final Sound • Right Final Sound • Where is the Sound?
D. Recognizes letters from one’s name.	
1. Notices there is the same letter in his/her name as in another child’s name.	<ul style="list-style-type: none"> • Alphabet Introduction (Distinguish Letters) • ABC Songs • Name Game (What’s Your Name?)
E. Shows an awareness of alphabet letters.	
1. “There is an ‘M’ in this book an ‘M’ in my name, says Mark.”	<ul style="list-style-type: none"> • Alphabet Introduction (Distinguish Letters) • ABC Songs • Name Game (What’s Your Name?)
STANDARD 6: LETTER KNOWLEDGE AND EARLY WORD RECOGNITION (PHONICS)—THE CHILD DEMONSTRATES THE ABILITY TO APPLY SOUND-SYMBOL RELATIONSHIPS.	
A. Recognizes own name in print.	
1. Recognizes and selects his/her name from a list.	The child’s name is displayed on the lower-left corner of the activity screen during each session of Waterford. <ul style="list-style-type: none"> • Name Game (What’s Your Name?)

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
B. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.	
1. Identifies some letters of the alphabet in random order.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Print Concepts • Letter Pictures • Letter Trace (Letter Picture Writing) • Name That Letter • Similarities and Differences in Letters • Fast Letter Fun • Name Game (What's Your Name?)
2. Recognizes letters are different from words.	<ul style="list-style-type: none"> • Print Concepts • Alphabet Introduction (Distinguish Letters) • Letter Trace (Letter Picture Writing) • Name That Letter • Letters Make Words
C. Begins to recognize the sound association for some letters.	
1. Identifies the sounds letters make in his/her name.	<ul style="list-style-type: none"> • Sound Songs • Letter Sound • Name That Letter Sound • Sound Room
D. Knows that letters of the alphabet are a special category of visual graphics and can be individually named.	
1. Identifies and picks out the letters in his/her name from an alphabet chart.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Print Concepts • Letter Pictures • Letter Trace (Letter Picture Writing) • Similarities and Differences in Letters • Fast Letter Fun • Name Game (What's Your Name?)
STANDARD 7: VOCABULARY—THE CHILD DEVELOPS AND EXPANDS KNOWLEDGE OF WORDS AND WORD MEANINGS TO INCREASE VOCABULARY.	
A. Shows a steady increase in vocabulary knowledge in listening and speaking.	
1. Uses new words introduced by the teacher.	Waterford contains many materials that can be used to integrate speaking and listening into activities. <ul style="list-style-type: none"> • Power Words
2. Tells what he/she likes or dislikes about a book or story using vocabulary from the story.	All Waterford books and activities provide opportunities for students to use words and phrases acquired through reading, being read to, and responding to texts.
B. Understands and follows oral directions (For example: use of position words: under, above, through).	
1. Follows simple two or three step directions.	While interacting with Waterford, children listen to and follow multi-step directions.
2. Repeats instructions to a friend.	Waterford Mentor Resources: <ul style="list-style-type: none"> • Friends Pictures • How to Listen Like a Friend

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
C. Links new learning experiences and vocabulary to what is already known about a topic.	
1. Incorporates words and phrases from learning experiences and stories into play.	<ul style="list-style-type: none"> • Build Knowledge • Power Words • Vocabulary Introduction • Pretend Play
STANDARD 8: COMPREHENSION—THE CHILD ASSOCIATES MEANING AND UNDERSTANDING WITH READING.	
A. Begins to use pre-reading skills and strategies (For example: connecting prior knowledge to text, making predictions about text, and using picture clues).	
1. Looks at pictures in books and predicts what might happen next.	<ul style="list-style-type: none"> • Peek at the Story • What Comes Next? • Build Knowledge • Picture Clues • Connect to Me
2. Read symbols before able to read words.	When their turn is finished, a pop-up of the Rusty character holding a stop sign is displayed and the narrator says “Your turn is finished, you’ve done a good job.” <ul style="list-style-type: none"> • Words in Your World
B. Demonstrates progress in abilities to retell stories from books and experiences.	
1. Dictates simple stories for the teacher to write down.	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story • Sum Up, Five Ws • Sum Up, Remember Order
2. Uses pictures or special events as a subject for the story.	<ul style="list-style-type: none"> • Words Tell About the Pictures
C. Remembers and states some sequences of events.	
1. Retells information from a story in sequence.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • What Comes Next? • Describe Characters • Sum Up, Five Ws • Sum Up, Remember Order • Look at Details
2. Tells stories with beginning, middle, and end.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • What Comes Next? • Describe Characters • Sum Up, Five Ws • Sum Up, Remember Order • Look at Details
3. Explains an experience in sequence.	<ul style="list-style-type: none"> • Sum Up, Remember Order • Sequencing Events • First, Next, Last

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
D. Recognizes concrete objects as persons, places, or things (nouns).	
1. Says, “My dog is a boy dog, but he isn’t a real boy.”	<ul style="list-style-type: none"> Song: Nouns
E. Recognizes action words by demonstrating action words (verbs).	
1. Says, “I can run fast! Can you?”	<ul style="list-style-type: none"> Song: Verbs
F. Connects information and events to real-life experiences.	
1. Talks about personal experiences as he/she is read a story.	<ul style="list-style-type: none"> Connect to Me Step Into the Story
G. Demonstrates understanding of literal meaning of a story being told through questions and comments.	
1. Shows interest in a story by making comments and asking questions.	<ul style="list-style-type: none"> Find an Answer Connect to Me Step Into the Story
2. Identifies the main events in a story, the characters, and where it takes place.	<ul style="list-style-type: none"> Describe Characters Sum Up, Five Ws Sum Up, Remember Order Find an Answer
H. Tells what is happening in a picture.	
1. Makes up a story from looking at a picture.	<ul style="list-style-type: none"> Picture Clues What Comes Next? Read With Me Books Sing a Rhyme Songs/Books Informational Books Decodable Books (See titles at end of document.)
I. Recognizes story elements such as main idea, characters, awareness of context clues and can answer basic questions (For example: who, what, when, where, and how) about texts when listening to read-alouds.	
1. Asks specific questions about the illustrations or about the context of a book.	<ul style="list-style-type: none"> Describe Characters Sum Up, Five Ws Find an Answer Build Knowledge
STANDARD 9: WRITING PROCESS—THE CHILD USES THE ‘WRITING PROCESS’ TO EXPRESS THOUGHTS AND FEELINGS.	
A. Develops understanding that writing is a way of communicating for a variety of purposes.	
1. Uses writing tools and paper to “write” words or stories. (Writing at this age may mean making scribbles on a piece of paper or making letters, lines and shapes.)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
B. Participates in writing opportunities.	
1. Uses writing materials to make shapes, squiggles, and letters.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> Dots, Lines, and Circles Letter Pictures Letter Trace (Letter Picture Writing) Alphabet Introduction (Distinguish Letters)

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
B. Participates in writing opportunities <i>continued</i>.	
2. Writes something and asks someone else to read it.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
C. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name.	
1. Scribbles some letter like symbols and some letters in writing.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) • Distinguish Letters • Letters Make Words
2. Writes own name or familiar words.	<ul style="list-style-type: none"> • Name Game (What’s Your Name?) • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) • Letters Make Words
D. Begins to remember and repeat stories and experiences through drawing and dictation.	
1. Tells others about intended meaning of drawings and writings.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
MATHEMATICS	
STANDARD 1: PATTERNS—THE CHILD SORTS AND CLASSIFIES OBJECTS AND ANALYZES SIMPLE PATTERNS.	
A. Sorts and groups objects into a set and explains verbally what the objects have in common (For example: color, size, shape).	
1. Sorts objects into groups by a certain characteristic and begins to explain how the grouping was done.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Large, Larger, Largest; Savanna Size • Book: Buttons, Buttons • Sort • Size • Color Practice • Red, Yellow, and Blue
2. Describes or recognizes similarities and differences between objects.	<ul style="list-style-type: none"> • Song: Same and Different • Look at Details • Similarities and Differences in Letters
B. Recognizes patterns, can repeat them, and explain them verbally (red, black, red, black, red, black).	
1. Continues a simple pattern such as arranging blue and yellow pegs in alternating order.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns: AB; ABB; ABC • Logic Game
2. Describes patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns: AB; ABB; ABC • Logic Game

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
STANDARD 2: NUMBER SENSE—THE CHILD UNDERSTANDS THE RELATIONSHIP BETWEEN NUMBERS AND QUANTITIES.	
A. Begins to associate number concepts, vocabulary, quantities, using written numerals in meaningful ways.	
1. Begins to recognize numerals.	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction
2. Puts two objects by the number two, three objects by the number three and so forth.	<ul style="list-style-type: none"> • Number Instruction • Make and Count Groups
3. Compares and recognizes items that are more, less or the same in size.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than
B. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	
1. Counts objects in a one-to-one correspondence.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • One-to-one Correspondence • Make and Count Groups
C. Counts objects in a set one-by-one from one through five.	
1. Counts objects from one through five.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • One-to-one Correspondence • Make and Count Groups
D. Identifies and creates sets of objects one through five.	
1. Creates a set of five objects by counting them out.	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • Number Counting • Number Instruction • One-to-one Correspondence • Counting Puzzle
E. Identifies numerals one through five.	
1. Names numerals one through five.	<ul style="list-style-type: none"> • Number Instruction • Counting Songs
F. Recognizes the numerical value of sets of objects through five.	
1. Names how many are in a group of up to five (or more) objects.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • One-to-one Correspondence • Make and Count Groups
G. Develops increasing ability to count in sequence to ten.	
1. Counts from one to ten.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • One-to-one Correspondence • Make and Count Groups

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STANDARD 3: GEOMETRY AND SPATIAL SENSE—THE CHILD IDENTIFIES COMMON GEOMETRIC SHAPES AND EXPLORES THE RELATIONSHIP OF OBJECTS IN THE ENVIRONMENT.	
A. Begins to recognize, describe, compare, and name common shapes (For example: circle, square, triangle and rectangle).	
1. Names and describes shapes in the environment.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
2. Groups objects according to their shape and size.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Large, Larger, Largest, Savanna Size • Book: Buttons, Buttons • Sort • Size • Similar Figures
B. Builds an increasing understanding of directionality, order and position of objects and words (For example: on, under, above).	
1. Uses words that indicate where things are in space (For example: 'beside', 'inside', 'over', 'under', etc.)	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Right, Left • Over, Under, Above, Below • Inside, Outside, Between • First, Next, and Last • First, Middle, Last
STANDARD 4: MEASUREMENT—THE CHILD EXPLORES THE CONCEPTS OF NONSTANDARD AND STANDARD MEASUREMENT.	
A. Measures objects using nonstandard units of measurement (For example: pencil, paper clip, block).	
1. Participates in measuring activities and names units of measure.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Weight
B. Compares objects according to observable attributes (For example: long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).	
1. Begins to order, compare and describe objects.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Size • Order Size • Big and Little • Heavy and Light • Tall and Short
2. Identifies which object is the longest, shortest, biggest, or smallest.	<ul style="list-style-type: none"> • Song: Savanna Size • Size • Big and Little • Heavy and Light • Tall and Short

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C. Compares and orders objects in graduated order (For example: shortest to tallest, thinnest to thickest).	
1. Places objects in graduated order.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Size • Order Size • Big and Little • Heavy and Light • Tall and Short
D. Develops an awareness of simple time concepts within his/her daily life (For example: yesterday, today, tomorrow; morning, afternoon, night).	
1. Use terms such as before, after, yesterday, tomorrow, morning, afternoon, day and night appropriately.	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow
STANDARD 5: DATA ANALYSIS—THE CHILD COLLECTS AND ANALYZES DATA IN A GROUP SETTING.	
A. Begins to use numbers and counting as a means for solving problems and measuring quantity.	
1. Compares groups and counts the number of items in each group to determine if there are more, less or the same (equivalent sets).	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Make and Count Groups • Counting Songs • Number Counting • One-to-one Correspondence • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than
B. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.	
1. Shows curiosity about locations, maps, and charts.	<ul style="list-style-type: none"> • Calendar/ Graph Weather • Observe a Simple System
2. Asks questions.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation
3. Participates in discussions, creates and uses real and pictorial graphs, maps, photographs and charts.	<ul style="list-style-type: none"> • Calendar/ Graph Weather • Observe a Simple System
C. Describes similarities and differences between objects.	
1. Describes the characteristics of objects that are similar. (For example: they both have round edges and are red; for different this one is soft and that one is prickly)	<ul style="list-style-type: none"> • Song: Same and Different • Look at Details

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT	
STANDARD 1: LARGE MOTOR SKILL DEVELOPMENT—THE CHILD PARTICIPATES IN ACTIVITIES INVOLVING LARGE MUSCLE SKILLS.	
A. Demonstrates basic locomotor movements. (For example: galloping, hopping, jumping, running, leaping, sliding, riding tricycles, pulling wagons, pushing wheelbarrows)	
1. Shows increasing confidence in movements such as running, jumping, sliding, pushing, hopping and pulling. Moves toward skipping, galloping and riding while maintaining balance.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills.
B. Demonstrates body and space awareness to move and stop with control over speed and direction.	
1. Names or points to body parts.	<ul style="list-style-type: none"> • Body Parts • Parts of the Face
2. Moves within a space with defined boundaries.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills.
3. Runs easily and stops quickly.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills.
4. Controls body and can change movement, speed and direction.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills.
C. Demonstrates non-locomotor movements (For example: bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).	
1. Moves while standing in place.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills. <ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This
2. Identifies and reproduces non-locomotor movements when asked.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills. <ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This
D. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	
1. Throws and kicks a ball. Begins to catch and bounce a ball with two hands.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills.
2. Dribbles a ball with hands and/or feet.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills.
3. Swings with assistance.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills.
4. Goes down a slide.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills.

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E. Coordinates large arm movements. (For example: easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, and catching or tossing)	
1. Participates in activities that develop large muscles, strength and endurance.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills.
F. Develops coordination and balance through a variety of activities.	
1. Begins to gain coordination through participation in physical activities.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills.
2. Demonstrates ability to balance.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills.
3. Transfers weight from one body part to another.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills.
STANDARD 2: SMALL MOTOR SKILL DEVELOPMENT—THE CHILD PARTICIPATES IN ACTIVITIES INVOLVING SMALL MUSCLES.	
A. Demonstrates increased fine motor control. (For example: using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger paint scissors, glue, and a variety of puzzles)	
1. Controls small muscles to complete tasks.	The use of Waterford requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
2. Uses small muscles for self-help skills.	The daily use of a touch pad or mouse develops eye-hand coordination.
B. Demonstrates increasing control of small muscles in hands. (For example: using tongs or eyedropper, stringing beads)	
1. Uses simple tools during a variety of learning activities.	The daily use of a touch pad or mouse develops eye-hand coordination. <ul style="list-style-type: none"> • Song: the Scientific Method • Science Investigation
STANDARD 3: HEALTH-ENHANCING ACTIVITY DEVELOPMENT—THE CHILD PARTICIPATES IN ACTIVITIES FOR THE DEVELOPMENT OF LIFETIME HEALTH AND FITNESS.	
A. Progresses in physical growth, strength, stamina and flexibility.	
1. Demonstrates increasing ability to lift and carry heavier items, run farther and successfully navigate playground equipment.	Waterford Upstart families receive messages that include suggestions and activities to help their children develop motor skills.
B. Understands that healthy bodies need rest, exercise, water, and good nutrition.	
1. Participates in a variety of activities leading to an understanding of nutrition, exercise and proper rest.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest • Healthy Food
2. Begins to recognize and select healthy foods, exercise and rest activities.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest • Healthy Food

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C. Shows growing independence in following routine healthy behaviors. (For example: nutrition choices, health and personal care hygiene when eating, dressing, washing hands, brushing teeth, and toileting)	
1. Takes care of self when eating, dressing, toileting, and washing hands.	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus • Food Pictures (Healthy Eating) • My Healthy Plate
D. Builds awareness and ability to follow basic health and safety rules.	
1. Utilizes appropriate safety procedures for school, outdoors, playground, vehicles, bicycles, etc.	<ul style="list-style-type: none"> • Song: Storms; Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids • Life Jackets and Floaties
2. Identifies ways to locate school and community helpers.	<p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Community Helpers
3. Communicates fears to a trusted adult.	<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"> • Waterford Mentor Resources: • Lots of Feelings
SCIENCE	
STANDARD 1: SCIENCE PROCESSES AND INQUIRY—THE CHILD INVESTIGATES AND EXPERIMENTS WITH OBJECTS TO DISCOVER INFORMATION.	
A. Develops increasing abilities to classify, compare and contrast objects, events and experiences.	
1. Describes objects and living things in increasing detail.	<ul style="list-style-type: none"> • Song: Same and Different • Look at Details • Science Investigation
2. Identifies similarities and differences in objects.	<ul style="list-style-type: none"> • Song: Same and Different • Look at Details • Science Investigation
3. Tells stories about what he or she experiences.	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Step Into the Story
B. Selects and becomes familiar with simple scientific tools. (For example: magnifying glass, magnet)	
1. Uses scientific tools as props in play.	<ul style="list-style-type: none"> • Science Investigation • Pretend Play
2. Describes the use of scientific tools. (For example: weighing, making bigger, measuring, collecting, etc.)	<ul style="list-style-type: none"> • Science Investigation • Length • Weight • Capacity

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
C. Participates in simple experiments to discover information. (For example: bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light)	
1. Explores and tries new things with materials.	<ul style="list-style-type: none"> • Song: Measuring Plants • Materials • Weight • Length • Capacity
D. Asks questions, makes predictions, and communicates observations orally and/or in drawings.	
1. Verbalizes what he or she sees and predicts what will happen.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System
2. Shows interest by asking questions.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation
E. Explores cause and effect.	
1. Understands simple cause and effect situations. (For example: If the ball is dropped, it will fall. If the juice spills, the table is wet)	<ul style="list-style-type: none"> • Song: Gravity • Gravity • Push and Pull
F. With increasing independence, children gather information, conduct investigations, and make predictions about how things work.	
1. Takes steps in conducting investigations.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System
2. Records data with teacher assistance.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System • Calendar/Graph Weather
3. Explains what discoveries were made.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System • Calendar/Graph Weather
STANDARD 2: PHYSICAL—THE CHILD INVESTIGATES AND DESCRIBES OBJECTS THAT CAN BE SORTED IN TERMS OF PHYSICAL PROPERTIES.	
A. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, sight.	
1. Uses senses to explore environment and can describe differences.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Touch • Taste • Smell

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
B. Develops an awareness of the properties of some objects. (For example: float/sink, heavy/light, rough/smooth, hard/soft, magnetic/nonmagnetic, solid/liquid, wet/dry)	
1. Recognizes and describes the properties of objects.	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Matter • Solid and Liquid • Magnets • Matter
2. Makes comparisons among observed objects.	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Matter; Same and Different • Look at Details • Solid and Liquid • Heavy and Light • Tall and Short • Big and Little • Magnets • Matter
C. Observes and describes how objects move. (For example: slide, turn, twirl, roll)	
1. Tries to find which objects move best when placed on a ramp.	<ul style="list-style-type: none"> • Book: Mr. Mario's Neighborhood • Push and Pull
STANDARD 3: LIFE—THE CHILD OBSERVES AND INVESTIGATES PLANTS AND ANIMALS.	
A. Develops an awareness of what various plants and animals need for growth.	
1. Provides plants and animals what is needed for growth (soil, water, sunshine, and food).	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: Guess What I Am; Creepy Crawlers • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal
B. Demonstrates a beginning awareness of the changes that plants and animals go through during their life. (For example: seed/plant, egg/chicken)	
1. Matches a seed and a plant and a young animal and an adult animal.	<ul style="list-style-type: none"> • Songs: Plants are Growing • Mammals • Amphibians • Observe a Simple System
C. Demonstrates interest and respect for the plant and animal life around them.	
1. Takes care of familiar plants and animals.	<ul style="list-style-type: none"> • Waterford Mentor Resources: • Classroom Helpers

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STANDARD 4: EARTH/SPACE—THE CHILD INVESTIGATES AND OBSERVES THE BASIC CONCEPTS OF THE EARTH.	
A. Develops an awareness of the properties of common earth materials. (For example: soil, rocks, water)	
1. Explores and discusses materials related to the rocks, soil, air, clouds, sun, moon, and/or stars.	<ul style="list-style-type: none"> • Songs: Sun Blues; Precipitation; The Moon • Book: Star Pictures • Sun • Moon • Constellations • Rocks • Materials • Water
B. Develops an awareness of daily weather. (For example: sunny, cloudy, rainy, snowy, windy, hot, warm, cold)	
1. Uses words such as cloudy, sunny, windy, etc., to identify daily weather conditions.	<ul style="list-style-type: none"> • Weather • Calendar/Graph Weather • Sun • Clouds
C. Develops an awareness of the four seasons. (For example: temperature, weather appropriate clothing, changing leaves)	
1. Recognizes characteristics of different seasons.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Seasons • Books: That’s What I Like: A Book About Seasons; Whatever the Weather • Spring • Summer • Fall • Winter • Environments: Winter
D. Observes and participates in a variety of activities related to preserving the environment.	
1. Expresses concern for taking care of the earth.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Pollution Rap; Conservation; Water • Pollution and Recycling • Care of Earth • Care of Water • Care of Air
SOCIAL AND PERSONAL SKILLS	
STANDARD 1: THE CHILD PARTICIPATES IN ACTIVITIES TO DEVELOP THE SKILLS NECESSARY FOR WORKING AND INTERACTING WITH OTHERS.	
A. Plays, works and interacts easily with one or more children and/or adults.	
1. Greets the teacher and others when arriving.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.</p> <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Teaching Children Manners

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
A. Plays, works and interacts easily with one or more children and/or adults <i>continued</i>.	
2. Responds to familiar faces and voices verbally and nonverbally.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book. Waterford Mentor Resources: • Teaching Children Manners
3. Engages in conversations with children and adults.	Social-emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters.
4. Initiates longer and more reciprocal interactions with adults and/or peers by asking questions or talking about ideas.	Social-emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters.
B. Begins to develop relationships with others.	
1. Chooses to work and play with other children.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Pretend Play • Party Time!
2. Initiates interaction with others.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Party Time!
C. Recognizes the feelings of others and responds appropriately.	
1. Expresses increased care and understanding for the feelings of others.	<ul style="list-style-type: none"> • Musical Mayhem • Boo Hoo Baby
D. Develops confidence and stands up for own rights.	
1. Attempts new tasks with enthusiasm.	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"> • Perfect Present • Soup’s On! • Marmot’s Basket • Mama’s Melody
2. Enters into play with groups of children with confidence.	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"> • Clubhouse Waterford Mentor Resources: <ul style="list-style-type: none"> • Teaching Children Manners
E. Shows respect for others, materials, and equipment.	
1. Treats other children respectfully and uses care with possessions.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
2. Uses equipment carefully, does not waste supplies and puts materials away when finished.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
E. Shows respect for others, materials, and equipment <i>continued</i>.	
3. Respects all children by accepting their challenges or use of adaptive equipment (For example: glasses, wheel chair, hearing aide, crutches, etc.) as part of the person.	<ul style="list-style-type: none"> Books: In the Rain; Seeing Fingers; Noise? What Noise?
F. Recognizes and expresses own feelings and responds appropriately.	
1. Handles feelings in age-appropriate way.	<ul style="list-style-type: none"> Do I Have To? It's Not Fair! Lost and Found
2. Uses words or pictures to identify and label some of his/her own feelings and needs.	<ul style="list-style-type: none"> Do I Have To? It's Not Fair! Lost and Found Boo Hoo Baby Squirrel's Sketches Clubhouse
3. Looks for adult assistance when feelings are most intense and utilizes coping strategies to manage emotions.	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.</p> <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> Lots of Feelings
G. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.	
1. Shares equipment/materials and takes turns in activities.	<p>Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p> <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> Teaching Children Manners
H. Works independently and/or cooperatively to solve problems or resolve conflicts.	
1. Uses words and strategies for resolving conflicts and solving problems.	<ul style="list-style-type: none"> It's Not Fair! Do I Have To? Musical Mayhem Boo Hoo Baby
I. Seeks assistance from an adult when appropriate.	
1. Follows school rules for appropriate behavior.	<p>Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p>
2. Attempts to solve problem before asking for assistance from teacher.	<p>Waterford's social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>
J. Recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	
1. Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	<ul style="list-style-type: none"> Squirrel's Sketches Mama's Melody

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
J. Recognizes self as a unique individual having own abilities, characteristics, emotions, and interests <i>continued.</i>	
2. Identifies self as being part of different groups such as family, community, culture, or school.	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"> • Book: Mine; José Three • Come Inside • My Family • Clubhouse
K. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.	
1. Develops successful relationships with others in the home, family, and learning environment.	<ul style="list-style-type: none"> • My Family • Clubhouse • Marmot’s Basket • Where’s Papa? • Find Me! • Soup’s On!
2. Treats everyone with respect and dignity.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
3. Understands and values similarities and differences among people.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
4. Notices differences in skin color, eyes, hair, language, and culture.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
STANDARD 2: THE CHILD DEVELOPS THE SKILLS NECESSARY FOR PARTICIPATING IN A VARIETY OF SETTINGS.	
A. States his/her full name, age, and name of parent or guardian.	
1. Knows personal information such as name and age.	Waterford Mentor Resources: <ul style="list-style-type: none"> • Name Writing
2. Names significant family members.	<ul style="list-style-type: none"> • Song: Tortillas, Tortillas • My Family • Tortillas, Tortillas
B. Shows ability to adjust to new situations.	
1. Moves smoothly from one routine to another such as from activity period to cleanup.	<ul style="list-style-type: none"> • Soup’s On!
2. Transitions from home to school without extensive or long-lasting anxiety.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL STUDIES	
STANDARD 1: CIVICS—THE CHILD EXHIBITS TRAITS OF GOOD CITIZENSHIP.	
A. Works and plays cooperatively in a variety of settings.	
1. Contributes to large and small group discussions.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. Question and response conversations demonstrate examples of asking and answering questions for positive contributions.
2. Participates in group decision making.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
B. Recognizes the importance of his/her role as a member of the family, the class and the community.	
1. Identifies self as a member of a family, community, and class.	<ul style="list-style-type: none"> • My Family • My Name is Squirrel • Clubhouse
2. Creates drawings or sculptures of home, school, or community.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
C. Listens to others while in large and small groups.	
1. Takes turns listening and speaking.	Waterford’s social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.
D. Shows respect for others and their property.	
1. Treats other children respectfully and uses care with their property.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
2. Uses equipment carefully and does not waste supplies. Puts material away when finished.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
E. Develops an awareness of how people positively affect the environment.	
1. Participates in taking care of the indoor and outdoor environment.	<ul style="list-style-type: none"> • Songs: Pollution Rap; I Am Part of All I See • Pollution and Recycling
2. Recognizes some resources and money are limited.	<ul style="list-style-type: none"> • Books: Duc Tho Le’s Birthday Present; Reaching Above
F. Recognizes patriotic symbols and activities.	
1. Recognizes the American and/or Tribal flag, and other symbols.	<ul style="list-style-type: none"> • Songs: Inchworm (USA); Egg on a Queen (USA—Southern style); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India—in English, Cantonese, Portuguese, and Hindi); Wake Up (USA—in Native American language); The Bird’s Voice (USA); An Ox Kissing a Fox (USA)
2. Given the opportunity, practice reciting the Pledge of Allegiance.	<ul style="list-style-type: none"> • Memorization Skills

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
G. Recognizes the importance of rules and responsibilities as a member of the family, class and school.	
1. Identifies rules at home and at school.	Waterford Mentor Resources: <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules
2. Understands consequences when a rule is not followed.	Waterford Mentor Resources: <ul style="list-style-type: none"> • Consequences Cards
STANDARD 2: GEOGRAPHY—THE CHILD DEMONSTRATES KNOWLEDGE OF BASIC GEOGRAPHIC CONCEPTS.	
A. Locates and describes familiar places. (For example: classroom, home, school, park, or restaurant)	
1. Names and describes places they see on the way to school. (For example: store, restaurant)	Waterford Mentor Resources: <ul style="list-style-type: none"> • Exploring Your Home City With Your Child
2. Describes differences in homes and buildings.	Waterford Mentor Resources: <ul style="list-style-type: none"> • Exploring Your Home City With Your Child
B. Begins to develop an understanding of his/her community. (For example: home, school, city)	
1. Identifies common features in the home, school, and community.	<ul style="list-style-type: none"> • Words in Your World Waterford Mentor Resources: <ul style="list-style-type: none"> • Exploring Your Home City With Your Child
STANDARD 3: THE CHILD DISCUSSES HOW CHILDREN IN VARIOUS COMMUNITIES AND CULTURES ARE ALIKE AND DIFFERENT.	
A. Explores common needs. (For example: food, clothing, and shelter)	
1. Understands the basic human needs of all people for food, water, safety, clothing, and shelter.	<ul style="list-style-type: none"> • Healthy Food • Spring • Summer • Fall • Winter
B. Explores how children are unique based on languages spoken, food, clothing, transportation, and customs.	
1. Talks about how people are different.	<ul style="list-style-type: none"> • Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India—in English, Cantonese, Portuguese, and Hindi); Wake Up (USA—in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)

OKLAHOMA STANDARDS	WATERFORD DIGITAL RESOURCES
C. Explores how families and communities build traditions.	
1. Shares family and community traditions.	<ul style="list-style-type: none"> • Song: Tortillas, Tortillas • Book: José Three • My Family • Soup’s On! • Baby’s Birthday • Party Time <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Teach the Joy of Giving Year Round • Homemade Halloween Pizza • 13 Spooky Books for Halloween • Coloring Pages: Cinco de Mayo; Christmas; Kwanzaa; Hanukkah; Thanksgiving; Halloween; Easter
STANDARD 4: ECONOMICS—THE CHILD EXPLORES VARIOUS CAREERS AND IDENTIFIES BASIC ECONOMIC CONCEPTS.	
A. Identifies various school and community personnel.	
1. Names school personnel such as principal or director, teacher, secretary, custodian, cook, etc.	<ul style="list-style-type: none"> • Book: Play Ball <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Community Helpers
2. Names community personnel such as police officer, firefighter, doctor, mail carrier, farmer, restaurant server, etc.	<ul style="list-style-type: none"> • Books: Play Ball; Follow the Apples; One Day on the Farm <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Community Helpers
B. Develops growing awareness of jobs and what is required to perform them.	
1. Describes people’s jobs and what tools or supplies would be needed to perform the tasks. (For example: a firefighter uses protective clothing, a hose, water, an ax, etc.)	<p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Community Helpers
C. Develops an awareness of using money to purchase things.	
1. Imitates paying for items and services during dramatic play	<ul style="list-style-type: none"> • Books: Bugs For Sale; Follow the Apples • Pretend Play <p>Waterford Mentor Resources:</p> <ul style="list-style-type: none"> • Learning Together-Money



PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

READABLE BOOKS (READ OR RECORD)

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

READABLE (WALK-THROUGH/JUMP-THROUGH/ RECORD TITLES)

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



FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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



PRE-MATH & SCIENCE

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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

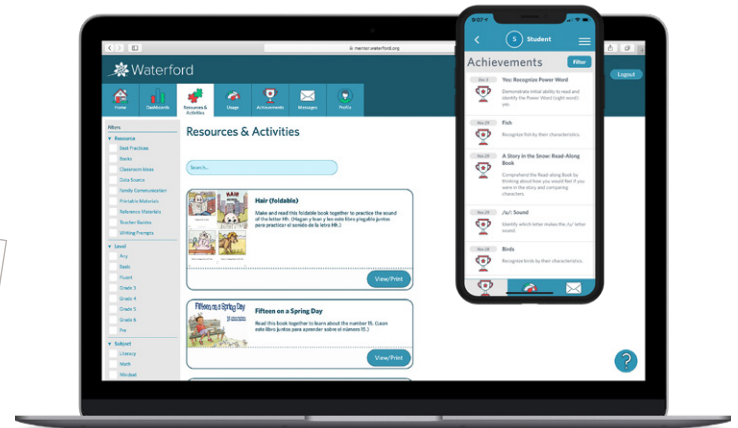
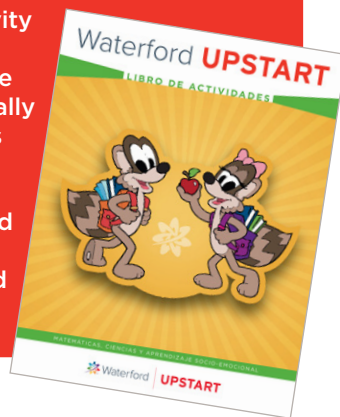
FAMILY ENGAGEMENT RESOURCES

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

WATERFORD MENTOR

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

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



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

SAMPLE ACTIVITIES

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

Social-Emotional Learning

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

Math and Science

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

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

Language and Literacy

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

Books (also available 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.