

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Arkansas Child
Development and
Early Learning
Standards 2016*

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ARKANSAS STANDARDS	WATERFORD RESOURCES
SOCIAL AND EMOTIONAL DEVELOPMENT	
SE1. RELATIONSHIPS WITH OTHERS	
SE1.1 FORMS TRUSTING RELATIONSHIPS WITH NURTURING ADULTS	
Takes greater initiative in social interactions and begins to show interest in familiar adults' feelings, preferences, and well-being	<ul style="list-style-type: none"> • Papa's Thumb • Noisy Children • Lost Keys
Separates from primary caregivers with minimal distress when with other familiar and trusted adults	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
SE1.2 INTERACTS WITH PEERS	
Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket
Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket
Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.
SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING	
SE2.1 EXPERIENCES, EXPRESSES, AND REGULATES A RANGE OF EMOTIONS	
Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others	<ul style="list-style-type: none"> • Broken Lamp • Do I Have To? • It's Not Fair! • Lost and Found
Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms	<ul style="list-style-type: none"> • Squirrel's Blocks • It's Not Fair! • Do I Have To?
Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)	<ul style="list-style-type: none"> • Squirrel's Blocks • Lost Dinosaur • Papa's Thumb • Noisy Children
SE2.2 INTERPRETS AND RESPONDS TO THE FEELINGS OF OTHERS	
Responds sympathetically to others' distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer's blanket from their cubby when child notices peer is sad)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Papa's Thumb
Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • It's Not Fair! • Boo Hoo Baby

ARKANSAS STANDARDS	WATERFORD RESOURCES
SE2.2 INTERPRETS AND RESPONDS TO THE FEELINGS OF OTHERS <i>continued</i>	
<p>Makes predictions and identifies causes and consequences of others' emotional reactions with increasing accuracy (e.g., says, "I think the bears will feel scared when they find Goldilocks in their house"; "When I get home from school my little sister is so excited to see me she jumps up and down")</p>	<ul style="list-style-type: none"> • Dinner Time • The Picnic • Boo Hoo Baby • Baby's Ball
SE3. SELF-AWARENESS AND SELF-CONCEPT	
SE3.1 SHOWS AWARENESS OF SELF AS UNIQUE INDIVIDUAL	
<p>Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., "I'm a fast runner," "No one else in my family likes fish, but I do")</p>	<ul style="list-style-type: none"> • Books: Ooey, Gooney Mud; I Hate Peas; Lumpy Mush; Bad News Shoes; Grandpa's Great Athlete; Jose Three; Mine
<p>Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., "I don't like bananas" and later, "I like carrots because they're crunchy.")</p>	<ul style="list-style-type: none"> • Books: I Hate Peas; Lumpy Mush; Ooey, Gooney Mud; Bad News Shoes
SE3.2 DEMONSTRATES COMPETENCE AND CONFIDENCE	
<p>Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)</p>	<ul style="list-style-type: none"> • Books: My Super Sticky Sandwich; Grandpa's Great Athlete
<p>Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively</p>	<ul style="list-style-type: none"> • Books: Mine; Jose Three; Tortillas, Tortillas; Grandpa's Great Athlete
COGNITIVE DEVELOPMENT	
CD1. APPROACHES TO LEARNING	
CD1.1 SHOWS CURIOSITY AND A WILLINGNESS TO TRY NEW THINGS	
<p>Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults</p>	<ul style="list-style-type: none"> • Science Investigation • Magnets • Materials
<p>Asks increasingly complex questions, beginning with basic "wh-" questions related to the immediate world around them (e.g., "What is this?" "Why is it blue?"). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., "When is lunch?"; "How do clouds get in the sky?")</p>	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Build Knowledge

ARKANSAS STANDARDS	WATERFORD RESOURCES
CD1.1 SHOWS CURIOSITY AND A WILLINGNESS TO TRY NEW THINGS <i>continued</i>	
Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System • Magnets • Materials
CD1.2 SHOWS PERSISTENCE IN APPROACHING TASKS	
Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)	Individual student responses determine the activity variations they will encounter that provide numerous opportunities for practice and review in Waterford Early Learning. Personalized instruction enables students to progress through the sequence at their own pace, offering more challenging activities when they are ready.
Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by- step, follow-me instructions.
Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write name after running out of space on paper or recognizing a mistake)	Children build persistence with scaffolded instruction and guided assistance throughout each activity.
CD2. EXECUTIVE FUNCTION	
CD2.1 FOCUSES AND SUSTAINS ATTENTION	
Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.
Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.
Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.)

ARKANSAS STANDARDS	WATERFORD RESOURCES
CD2.1 FOCUSES AND SUSTAINS ATTENTION <i>continued</i>	
Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver)	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
CD2.2 SHOWS FLEXIBILITY IN ADJUSTING THINKING AND BEHAVIOR TO DIFFERENT CONTEXTS	
Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver’s hat)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Applies different rules in different contexts with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses “outside voice” when on playground, but uses “walking feet” and “inside voice” in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Flexibly shifts between directions during an activity or game (e.g., usually performs actions at appropriate times during “Simon Says”; sorts objects by color and then by shape when prompted)	Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions.
CD2.3 REGULATES IMPULSES AND BEHAVIORS	
Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)	Social-emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”
Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.

ARKANSAS STANDARDS	WATERFORD RESOURCES
CD2.4 HOLDS AND MANIPULATES INFORMATION IN MEMORY	
Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like “What’s Missing”; plays simple memory matching card games)	<ul style="list-style-type: none"> • Memorization Skills
Remembers and follows multi-step directions (e.g., “Push in your chair, throw away your trash, and then join us for circle time”; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support	Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions.
Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher’s question long enough to respond after waiting for peers to share their comments)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into “fair share” groups after observing teacher do this the day before)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws
CD3. LOGIC AND REASONING	
CD3.1 USES REASONING AND PLANNING AHEAD TO SOLVE PROBLEMS AND REACH GOALS	
Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Talks out loud to self (self-talk) during play (e.g., says “I need all the red pieces. Here’s another one... doesn’t fit...turn it this way” while putting together a puzzle; “I’m the mommy, so I’m going to feed the baby then go to work” while playing alone in the dramatic play area)	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

ARKANSAS STANDARDS	WATERFORD RESOURCES
CD3.1 USES REASONING AND PLANNING AHEAD TO SOLVE PROBLEMS AND REACH GOALS <i>continued</i>	
Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says “Tell me when you’re finished at the computer so I can have a turn.”)	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket
CD3.2 ENGAGES IN SYMBOLIC AND ABSTRACT THINKING	
Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says “Let’s pretend I gave you a ticket for the bus”) and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Number Instruction • Letter Trace (Letter Picture Writing) • Distinguish Letters (Alphabet Introduction) • Perfect Present • Baby’s Ballet
With adult support and prompting, engages in thinking that goes beyond the “here and now” (e.g., discusses details in a story that are not shown in an illustration, begins to understand explanations of events they have not directly experienced)	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books (See titles at end of document.) • Build Knowledge
PHYSICAL DEVELOPMENT AND HEALTH	
PH1. GROSS MOTOR	
PH1.1 DEMONSTRATES LOCOMOTOR SKILLS	
Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.

ARKANSAS STANDARDS	WATERFORD RESOURCES
PH1.2 SHOWS STABILITY AND BALANCE	
Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a “river” made from two ropes taking off with one foot and landing on the other)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
PH1.3 DEMONSTRATES GROSS-MOTOR MANIPULATIVE SKILLS.	
Catches balls or other objects of any size with both hands, with arms bent	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
Tosses or throws balls or other objects with increased accuracy and force, stepping forward with the leg opposite the throwing arm and following through	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the legs	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
PH2. FINE MOTOR	
PH2.1 DEMONSTRATES FINE-MOTOR STRENGTH, CONTROL, AND COORDINATION	
Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos® or blocks, arranges small pegs in pegboard, strings small beads)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Manipulates more complex fasteners (e.g., threads belt through loops on pants, attempts to tie shoes)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.

ARKANSAS STANDARDS	WATERFORD RESOURCES
PH2.2 ADJUSTS GRASP AND COORDINATES MOVEMENTS TO USE TOOLS	
Use eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Uses correct scissors grip and holds paper with one hand to cut along a straight line and cut out simple shapes and pictures	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
PH3. HEALTH AND WELL-BEING	
PH3.1 DEMONSTRATES INTEREST IN ENGAGING IN HEALTHY EATING HABITS AND MAKING NUTRITIOUS FOOD CHOICES	
Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)	<ul style="list-style-type: none"> • Dinner Time • The Picnic
Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear “fruit”; after working in the garden, notices that carrots and potatoes both grow in the ground)	<ul style="list-style-type: none"> • Songs: Food From Plants; Health • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate
Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious	<ul style="list-style-type: none"> • Song: Health • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate
PH3.2 SHOWS AWARENESS OF SAFE BEHAVIOR	
Identifies, avoids, and alerts others to danger and seeks and accepts adults’ help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first)	<p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids

ARKANSAS STANDARDS	WATERFORD RESOURCES
PH3.2 SHOWS AWARENESS OF SAFE BEHAVIOR <i>continued</i>	
<p>Demonstrates knowledge of and ability to follow safety rules and routines with increased independence (e.g., most of the time remembers to put on a helmet before riding a tricycle; lines up when fire alarm goes off and when class is outside says to a peer, “Now the teacher’s going to call names to make sure we’re all here.”)</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
PH3.3 ENGAGES IN A VARIETY OF DEVELOPMENTALLY APPROPRIATE PHYSICAL ACTIVITIES	
<p>Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring</p>	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest
<p>Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)</p>	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest
<p>Shows increasing understanding of the physical benefits of exercise (e.g., “Running is good for my body,” “Mom said helping her carry in groceries made my arm muscles stronger”)</p>	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest
PH3.4 TAKES APPROPRIATE ACTIONS TO MEET BASIC NEEDS	
<p>Communicates with increasing specificity and detail to get needs met (e.g., says “My tummy hurts,” “I need help reaching my toothbrush”) and later may communicate about specific health needs (e.g., “I can’t have peanuts because they make me sick”)</p>	<p>Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.</p>
<p>Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults</p>	<p>Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.</p>
<p>Demonstrates increasing understanding of how, when, and why personal care routines are completed (e.g., washes hands after handling classroom pet when reminded by teacher; says “I need my hat so I don’t get sunburned.”)</p>	<ul style="list-style-type: none"> • Song: Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness
<p>Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling</p>	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness

ARKANSAS STANDARDS	WATERFORD RESOURCES
LANGUAGE DEVELOPMENT	
LD1. RECEPTIVE LANGUAGE	
LD1.1 UNDERSTANDS AND RESPONDS TO LANGUAGE (IN CHILD’S HOME LANGUAGE)	
Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)	<ul style="list-style-type: none"> Songs: Nouns; Verbs; Adjectives Describe
Responds to increasingly complex “Who,” “ What,” “Why,” and “Where” questions	<ul style="list-style-type: none"> Sum Up: Five Ws
Follows increasingly more detailed, multi-step directions (e.g., “Please put away your markers, put your picture in your cubby, and join us on the carpet”)	Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions.
LD2. EXPRESSIVE LANGUAGE	
LD2.1 USES INCREASINGLY COMPLEX VOCABULARY, GRAMMAR, AND SENTENCE STRUCTURE (IN CHILD’S HOME LANGUAGE)	
Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions	<ul style="list-style-type: none"> Songs: Adjectives Describe; Positioning Vocabulary Introduction Lost and Found Boo Hoo Baby Baby’s Ball Musical Mayhem
Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases in a sentence)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words	Waterford Early Learning introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.
LD3. COMMUNICATION SKILLS	
LD3.1 COMMUNICATES USING SOCIAL AND CONVERSATIONAL RULES	
Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics	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.
With support and reminders, uses social rules of language with increasing consistency and ability to apply rules in both familiar and unfamiliar settings	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.

ARKANSAS STANDARDS	WATERFORD RESOURCES
LD4. ENGLISH LANGUAGE DEVELOPMENT	
LD4.1 Demonstrates progress in attending to, understanding, and responding to English	Waterford develops children’s vocabulary and asks them to respond orally, sing along with songs, and follow directions. Upstart families receive messages that offer suggestions and ideas for families to use thematic vocabulary to talk with their children.
LD4.2 Demonstrates progress in speaking and expressing self in English	ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the activities.
EMERGENT LITERACY	
EL1. ENGAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS	
EL1.1 SHOWS INTEREST IN LITERACY EXPERIENCES	
Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Letter Trace (Letter Picture Writing)
Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books • Math Books • Science Books (See titles at end of document.) • Picture Story
EL1.2 ENGAGES IN READ-ALOUDS AND CONVERSATIONS ABOUT BOOKS AND STORIES	
With modeling and support, discusses predictions, cause-and-effect relationships, story-related problems and resolutions, and connections to other books and own experience	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Peek at the Story • What Comes Next? • Connect to Me
Pretends to read, describing what is happening and using some language from the book with pictures as cues	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books (See titles at end of document.) • Picture Clues • Picture Story • Sum Up: Remember Order

ARKANSAS STANDARDS	WATERFORD RESOURCES
EL1.2 ENGAGES IN READ-ALOUDS AND CONVERSATIONS ABOUT BOOKS AND STORIES <i>continued</i>	
Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • Connect to Me • Build Knowledge
Demonstrates knowledge from informational texts in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, “We learned in that other book that owls stay awake at night and sleep during the day.”)	<ul style="list-style-type: none"> • Informational Books • Science Books (See titles at end of document.) • Connect to Me • Build Knowledge
EL2. PHONOLOGICAL AWARENESS	
EL2.1 NOTICES AND MANIPULATES THE SOUNDS OF LANGUAGE	
Decides whether two words rhyme	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme
Shows awareness that some words begin with the same sound (e.g., “Sam and Selena start with the same sound!”)	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sound
Shows awareness of separate words in sentences	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Look, Listen, and Match
Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language) with decreasing need for modeling or visual supports	<ul style="list-style-type: none"> • Blend Phonemes • Blend Every Sound (Phonemes) • Blending Dragon • Blending Riddles • Phoneme Segmentation • Phoneme Eliminator
EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS	
EL3.1 RESPONDS TO FEATURES OF BOOKS AND PRINT	
Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills	<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.)
Knows some features of a book (e.g., title, author, illustrator)	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.

ARKANSAS STANDARDS	WATERFORD RESOURCES
EL3.1 RESPONDS TO FEATURES OF BOOKS AND PRINT <i>continued</i>	
Shows understanding that print carries a message and can represent spoken language	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words • Words Tell About the Pictures
Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words • Words Tell About the Pictures
EL3.2 SHOWS KNOWLEDGE OF THE SHAPES, NAMES, AND SOUNDS OF LETTERS	
Recognizes and names an increasing number of letters correctly, especially those in own name	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Name That Letter • Name Game (What's Your Name?)
Produces the correct sounds for an increasing number of letters	<ul style="list-style-type: none"> • Mama Squirrel's Sound Song • Letter Sound • Sound Room
Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks "How do you spell fish?")	<ul style="list-style-type: none"> • Letters Make Words • Letter Sound • Blend Every Sound • Blend Individual Phonemes
EL3.3 DEMONSTRATES EMERGENT WRITING SKILLS	
Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) • Print Concepts • Print Directionality Introduction
Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Look, Listen, and Match
Writes an increasing number of letters correctly, especially those in own name	<ul style="list-style-type: none"> • Letter Trace (Letter Picture Writing) • Name Game (What's Your Name?)
Writes first name with or without mistakes	<ul style="list-style-type: none"> • Letter Trace (Letter Picture Writing) • Name Game (What's Your Name?)
Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk)	<ul style="list-style-type: none"> • Mama Squirrel's Sound Song • Letter Sound • Letter Trace (Letter Picture Writing) • Initial Sound • Final Sound

ARKANSAS STANDARDS	WATERFORD RESOURCES
MATHEMATICAL THINKING	
MT1. NUMBER CONCEPTS AND OPERATIONS	
MT1.1 DEMONSTRATES NUMBER SENSE AND AN UNDERSTANDING OF QUANTITY	
Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction Order Numbers Counting Puzzle
Names what number comes after another number with decreasing need to count up from one (e.g., When asked “What comes after four?” immediately says “Five” instead of “One, two, three, four, five...five!”)	<ul style="list-style-type: none"> Song: Counting On Count On Order Numbers Number Counting
Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)	<ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Make and Count Groups Greater Than, Less Than More Than Fewer Than
Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)	<ul style="list-style-type: none"> Counting Songs Number Counting One-to-One Correspondence Make and Count Groups Match Numbers
Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)	<ul style="list-style-type: none"> Moving Target (Dots) Bug Bits
Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral “3” in a game)	<ul style="list-style-type: none"> Math Books (See titles at end of document.) Number Instruction Match Numbers
Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None!”)	<ul style="list-style-type: none"> Song: Zero Is a Big Round Hole Book: Zero in My Toy Box
Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)	<ul style="list-style-type: none"> Number Instruction One-to-One Correspondence Make and Count Groups Match Numbers

ARKANSAS STANDARDS	WATERFORD RESOURCES
MT1.2 EXPLORES COMBINING AND SEPARATING GROUPS (NUMERICAL OPERATIONS)	
Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, “I wanted more green blocks so my friend gave me three of his”) and can describe parts of a group (e.g., Says, “I have four cubes. Two are red, and two are blue”)	<ul style="list-style-type: none"> • Songs: Addition; On the Bayou; Pirates Can Add; Subtract Those Cars; Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Add Groups • Act Out Addition • Subtract Groups • Act Out Subtraction
Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” keeping track with fingers)	<ul style="list-style-type: none"> • Songs: Addition; On the Bayou; Pirates Can Add • Add Groups • Act Out Addition • Add with Manipulatives
Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, “one, two, three, four... four bears!”)	<ul style="list-style-type: none"> • Songs: Subtract Those Cars; Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Subtract Groups • Act Out Subtraction • Minuends to 5 • Minuends to 9
Explores early division concepts by dividing objects into “fair-share” groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)	<ul style="list-style-type: none"> • Song: Fractions • Book: Half For You and Half For Me • Equal-part Fractions
MT2. ALGEBRAIC THINKING	
MT2.1 USES CLASSIFICATION AND PATTERNING SKILLS	
Sorts objects by more than one attribute (e.g., color and shape); attends to more complex attributes (e.g., weight, texture); Sorts and then resorts based on a different characteristic (e.g., sorts by size and then by color)	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Size • Order Size • Sort
Recognizes, extends, and replicates simple repeating patterns (e.g., triangle, square, triangle, square or repeated music verses)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC • Sing a Rhyme Songs/Books (See titles at end of document.)
Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, _____, green)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC

ARKANSAS STANDARDS	WATERFORD RESOURCES
MT3. MEASUREMENT AND COMPARISON	
MT3.1 PARTICIPATES IN EXPLORATORY MEASUREMENT ACTIVITIES AND COMPARES OBJECTS	
Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity
Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)	<ul style="list-style-type: none"> • Length
Uses comparative language (e.g., “shorter,” “heaviest”) to directly compare two or more objects (e.g., identifies “small,” “smaller,” “smallest”)	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Size • Order Size • Big and Little • Tall and Short • Heavy and Light • Make Comparisons
Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare	<ul style="list-style-type: none"> • Number Instruction • Make and Count Groups
Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)	<ul style="list-style-type: none"> • Order Size
MT4. GEOMETRY AND SPATIAL SENSE	
MT4.1 EXPLORES AND DESCRIBES SHAPES AND SPATIAL RELATIONSHIPS	
Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)	<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
Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., “move forward,” “put it behind the green car”); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, “If you turn the puzzle piece it will fit”)	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, and Through • First, Middle, Last

ARKANSAS STANDARDS	WATERFORD RESOURCES
MT4.1 EXPLORES AND DESCRIBES SHAPES AND SPATIAL RELATIONSHIPS <i>continued</i>	
Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part	<ul style="list-style-type: none"> • Geoboard • Tangrams
Combines, rotates, flips, and separates shapes to create designs (e.g., using parquetry blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square) and later in this age range shows increasing ability to predict which shapes might be used to create other shapes	<ul style="list-style-type: none"> • Geoboard • Tangrams
SCIENCE AND TECHNOLOGY	
ST1. SCIENTIFIC PRACTICES	
ST1.1 ENGAGES IN THE SCIENTIFIC PROCESS TO COLLECT, ANALYZE, AND COMMUNICATE INFORMATION	
Asks questions about the world (e.g., “What do plants need to grow?”) and seeks answers from various sources (e.g., asks teacher to help find information about spiders in a book)	<ul style="list-style-type: none"> • Science Investigation • Plants
Makes increasingly complex observations about objects and events (e.g., notices that outdoor area smells different after rain)	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Science Investigation • Weather • Calendar/Graph Weather • Observe a Simple System
Makes predictions about what might happen based on past experience (e.g., “I think that adding yellow paint to blue paint will make green”, “I think the ping pong ball will float”)	<ul style="list-style-type: none"> • Song: Solid or Liquid • Science Investigation • Solid and Liquid
Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a “bridge” out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, “Do plants need water to grow?”)	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation
With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System • Calendar/Graph Weather

ARKANSAS STANDARDS	WATERFORD RESOURCES
ST2. KNOWLEDGE OF SCIENCE CONCEPTS	
ST2.1 DEMONSTRATES KNOWLEDGE OF CORE SCIENCE IDEAS AND CONCEPTS	
<p>With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., talks about roles of members of their family; asks about the gears and parts of a wind-up toy and how they make it work)</p>	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • My Family • Observe a Simple System
<p>Makes observations and generalizations about structure and function (e.g., generalizes that objects that are round will roll; talks about why plants need stems; describes why birds can fly and people can't)</p>	<ul style="list-style-type: none"> • Birds • Plants
<p>Observes and describes environmental changes over time with increasing sophistication (e.g., comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, "The sun made the slide hot!"; notices the shape of the moon changing over time)</p>	<ul style="list-style-type: none"> • Songs: Precipitation; I am Part of All I See; Conservation • Books: That's What I Like: A Book About Seasons; What is a Cloud? • Sun • Moon • Constellations • Clouds • Weather • Spring • Summer • Fall • Winter
<p>Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree)</p>	<ul style="list-style-type: none"> • Song: Plants Are Growing • Mammals • Amphibians
ST3. KNOWLEDGE OF SCIENCE CONTENT	
ST3.1 DEMONSTRATES KNOWLEDGE OF THE CHARACTERISTICS OF LIVING THINGS, THE EARTH'S ENVIRONMENT, AND PHYSICAL OBJECTS AND MATERIALS	
<p>With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales)</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving, Plants Are Growing, Food From Plants, Measuring Plants, Plant or Animal, Vertebrates, Birds, Fish, Invertebrates • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates • Plants

ARKANSAS STANDARDS	WATERFORD RESOURCES
ST3.1 DEMONSTRATES KNOWLEDGE OF THE CHARACTERISTICS OF LIVING THINGS, THE EARTH'S ENVIRONMENT, AND PHYSICAL OBJECTS AND MATERIALS <i>continued</i>	
Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Seasons • Book: That's What I Like: A Book About Seasons • Mammals • Amphibians • Spring • Summer • Fall • Winter
With adult support describes characteristics that define living things (e.g., breathes, moves, grows)	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving
Shows curiosity about the relationship of living things to their environments/habitats (e.g., asks why fish always live in water; wonders where birds sleep)	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Mountains • Oceans • Deserts • Rainforests
Investigates and uses increasingly complex vocabulary to describe natural elements in the environment (e.g., observes a groups of ants moving on the playground and comments, "They're moving around like they're scared"; draws different kinds of leaves in the science center and communicates "This one has round edges, this one has pointy edges.")	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Precipitation • Book: Where in the World Would You Go Today? • Science Investigation • Observe a Simple System
Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, "Animals might get sick if they eat this")	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Conservation; Pollution Rap • Pollution and Recycling
Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Materials
ST3.2 USES TOOLS AND ENGINEERING PRACTICES TO EXPLORE AND SOLVE PROBLEMS	
Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull
Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems	<ul style="list-style-type: none"> • Science Tools • Length • Capacity

ARKANSAS STANDARDS	WATERFORD RESOURCES
ST3.2 USES TOOLS AND ENGINEERING PRACTICES TO EXPLORE AND SOLVE PROBLEMS <i>continued</i>	
Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)	<ul style="list-style-type: none"> • Capacity • Push and Pull
Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
With adult support, generates multiple solutions to problems, tests solutions and revises them, (e.g., builds block tower that falls with a foundation of small blocks; uses bigger blocks the next time) and develops increasingly detailed explanations of their ideas and reasons for outcomes	<ul style="list-style-type: none"> • Song: The Scientific Method • Book: Milton’s Mittens
ST3.3 ENGAGES IN DEVELOPMENTALLY APPROPRIATE INTERACTIONS WITH TECHNOLOGY AND MEDIA THAT SUPPORT CREATIVITY, EXPLORATION, AND PLAY	
Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter)	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)	While interacting with Waterford Early Learning, children become familiar with digital devices and are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around the screen, or entering answers on the keyboard.
Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).
Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

ARKANSAS STANDARDS	WATERFORD RESOURCES
SOCIAL STUDIES	
SS1. FAMILY, COMMUNITY, AND CULTURE	
SS1.1 DEMONSTRATES POSITIVE CONNECTION TO FAMILY AND COMMUNITY	
Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)	<ul style="list-style-type: none"> • Clubhouse • The Picnic • Dinner Time • Baby’s Ball
Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., “Gato means cat in Spanish. We speak Spanish at home!”])	<ul style="list-style-type: none"> • Come Inside • My Family • Squirrel’s Sketches • Soup’s On! • Tortillas, Tortillas
Shows knowledge of family, cultural and political history (e.g., talks about where family came from, where cultural traditions came from, knows who president is)	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy” sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office)	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? • Please and Thank You
Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians; talks about what they would like to be when they grow up)	<ul style="list-style-type: none"> • Come Inside • My Family • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • I Love My Hat
SS2. HISTORY AND GEOGRAPHY	
SS2.1 SHOWS AWARENESS OF SEQUENCE AND CHANGE OVER TIME	
Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates “After lunch, we get to read books”) and communicates about events that are increasingly distant from the present (e.g., talks about “When I was a baby…” and makes predictions about future events with adult support)	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., “now/later,” “day/night”, “last time/next time”)	<ul style="list-style-type: none"> • Book: I Can’t Wait • Today • Yesterday/Tomorrow

ARKANSAS STANDARDS	WATERFORD RESOURCES
SS2.2 DEMONSTRATES SIMPLE GEOGRAPHIC KNOWLEDGE	
Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)	Resources: <ul style="list-style-type: none"> Exploring Your Home City with Your Children
Understands and uses words indicating relative distances (e.g., near, far, close)	<ul style="list-style-type: none"> Song: Positioning Book: Up in the Air
Creates drawings or simple maps of home and other familiar places with adult support	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Discusses basic geographic concepts and features of environments (e.g., says “We have mountains where we live”; sees a picture of fish and says, “They live in water”)	<ul style="list-style-type: none"> Song: Four Ecosystems Book: Where in the World Would You Go Today? Ecosystems Mountains Oceans Deserts Rainforests
CREATIVITY AND AESTHETICS	
CA1. MUSIC AND MOVEMENT	
CA1.1 EXPLORES THROUGH LISTENING, SINGING, CREATING, AND MOVING TO MUSIC	
Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music)	<ul style="list-style-type: none"> Baby’s Ballet Mama’s Melody Resources: <ul style="list-style-type: none"> Hi! Notes
With adult support demonstrates the foundational components of music, including tempo (e.g. by singing faster when asked to up the tempo), dynamics (e.g. by louder and softer during a song and pitch (e.g. by singing higher and lower notes)	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.
Expresses self through music by making up songs, changing words to familiar songs, and experimenting with rhythmic patterns	<ul style="list-style-type: none"> Baby’s Ballet Mama’s Melody Resources: <ul style="list-style-type: none"> Hi! Notes

ARKANSAS STANDARDS	WATERFORD RESOURCES
CA.2. VISUAL ARTS	
CA2.1 EXPLORES, MANIPULATES, CREATES, AND RESPONDS TO A VARIETY OF ART MEDIA	
Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, “Can I use the easel when you’re done?”; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, “I’m going to draw daddy,” before starting a project)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
With adult support demonstrates the foundational components of art, including line, shape (e.g. by drawing lines and different shapes), color (e.g. by using different colors), and texture (e.g. by describing how a piece of art feels	<ul style="list-style-type: none"> • Book: The Shape of Things; Imagination Shapes • Dots, Lines, and Circles • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • Red, Yellow, and Blue
Tells about their artistic creations with increasing detail	<ul style="list-style-type: none"> • Squirrel’s Sketches • Party Time
Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Books: Ooey, Gooley Mud; Bad News Shoes
Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Communicates with others about art by discussing the ideas behind own art and how it was made; the feelings generated by looking at different art; and by showing appreciation for the artwork of others	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
CA.3 DRAMA	
CA3.1 EXPLORES FEELINGS, RELATIONSHIPS, AND CONCEPTS THROUGH IMITATION, PRETEND PLAY, AND SOCIODRAMATIC PLAY	
Explores a variety of themes and roles through play, including real-life scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? • Hi! Notes

ARKANSAS STANDARDS	WATERFORD RESOURCES
CA3.1 EXPLORES FEELINGS, RELATIONSHIPS, AND CONCEPTS THROUGH IMITATION, PRETEND PLAY, AND SOCIODRAMATIC PLAY <i>continued</i>	
<p>With adult support understands the foundational components of drama, including theme (e.g., can identify the main idea of the story), plot (e.g. can discuss the series of events that take place), character (e.g. can identify the main and minor characters and their roles), and dialogue (e.g., can discuss the interactions between characters).</p>	<ul style="list-style-type: none"> • Papa's Play • Describe Characters • Sum Up: Remember Order
<p>Discusses and expresses appreciation after viewing a performance by older children or a professional group.</p>	<p>Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.</p>



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

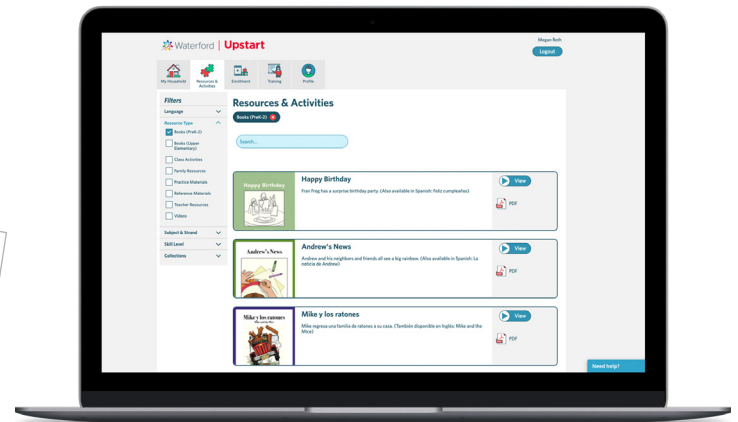
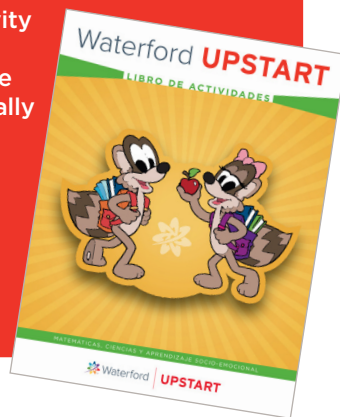
FAMILY ENGAGEMENT

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford Upstart families. Please visit [Waterford Upstart](https://upstart.waterford.org/) to see the most current resources and activities.

WATERFORD UPSTART

Waterford Upstart is a secure website where 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 thousands 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 Upstart.



Visit Waterford Upstart at <https://upstart.waterford.org/>

SAMPLE RESOURCES & ACTIVITIES

Families can find 1,000s of resources and activities in English and Spanish at Waterford Upstart. Here are some examples.

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 Six 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 (All 350+ books available in English and 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.