

CURRICULUM

Correlation

*Waterford
Upstart*

98%

*The New
York State
Prekindergarten
Learning
Standards*

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NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
DOMAIN 1: APPROACHES TO LEARNING (AL)	
PLAY AND ENGAGEMENT IN LEARNING	
PK.AL.1 ACTIVELY ENGAGES IN PLAY AS A MEANS OF EXPLORATION AND LEARNING: INDICATORS	
a. Interacts with a variety of materials and peers through play	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Squirrel’s Sketches • Pretend Play
b. Participates in multiple play activities with same material	<ul style="list-style-type: none"> • Pretend Play
c. Engages in pretend and imaginative play—testing theories, acting out imagination	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Soup’s On! • Pretend Play
d. Self-selects play activity and demonstrates spontaneity	<ul style="list-style-type: none"> • Pretend Play
e. Uses “trial and error” method to figure out a task, problem, etc.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
f. Demonstrates awareness of connections between prior and new knowledge	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
PK.AL.2 ACTIVELY ENGAGES IN PROBLEM SOLVING: INDICATORS	
a. Identifies a problem and tries to solve it independently	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
b. Attempts multiple ways to solve a problem	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
c. Communicates more than one solution to a problem	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
d. Engages with peers and adults to solve problems	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
CREATIVITY AND IMAGINATION	
PK.AL.3. APPROACHES TASKS, ACTIVITIES AND PROBLEMS WITH CREATIVITY, IMAGINATION AND/OR WILLINGNESS TO TRY NEW EXPERIENCES: INDICATORS	
a. Uses materials/props in novel ways to represent ideas, characters and objects	<ul style="list-style-type: none"> • Soup’s On! • Perfect Present • Papa’s Play • Pretend Play
b. Identifies new or additional materials to complete a task	<ul style="list-style-type: none"> • Perfect Present • Materials • Magnets • Science Tools

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
PK.AL.3. APPROACHES TASKS, ACTIVITIES AND PROBLEMS WITH CREATIVITY, IMAGINATION AND/OR WILLINGNESS TO TRY NEW EXPERIENCES: INDICATORS <i>continued</i>	
c. Experiments to further knowledge	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Build Knowledge • Observe a Simple System • Science Tools • Books: I Want to Be a Scientist Like Jane Goodall; I want to be a Scientists Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright
d. Seeks additional clarity to further understanding	<ul style="list-style-type: none"> • Song: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; I want to be a Scientists Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation
e. Demonstrates innovative thinking	<ul style="list-style-type: none"> • Songs: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; I want to be a Scientists Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Marmot's Basket
CURIOSITY AND INITIATIVE	
PK.AL.4. EXHIBITS CURIOSITY, INTEREST, AND WILLINGNESS IN LEARNING NEW THINGS AND HAVE NEW EXPERIENCES: INDICATORS	
a. Asks questions using who, what, how, why, when, where, what if	<ul style="list-style-type: none"> • Sum Up: Five Ws • Science Investigation • Ask a Question Goldilocks and the Three Bears; Henny Penny
b. Expresses an interest in learning about and discussing a growing range of ideas	<ul style="list-style-type: none"> • Songs: The Scientific Method • 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 • Science Tools
c. Actively explores how things in the world work	<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 • Observe a Simple System • Science Tools • Materials • Magnets
d. Investigates areas of interest	<ul style="list-style-type: none"> • Song: The Scientific Method • 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

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
PK.AL.4. EXHIBITS CURIOSITY, INTEREST, AND WILLINGNESS IN LEARNING NEW THINGS AND HAVE NEW EXPERIENCES: INDICATORS <i>continued</i>	
e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts)	<ul style="list-style-type: none"> • Tangrams • Geoboard • Materials
f. Willingly engages in new experiences and activities	<ul style="list-style-type: none"> • Song: The Scientific Method • 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; Where in the World Would You Go Today? • Science Investigation
PERSISTENCE	
PK.AL.5. DEMONSTRATES PERSISTENCE: INDICATORS	
a. Maintains focus on a task	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.
b. Seeks assistance when the next step seems unclear or appears too difficult	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
c. Modifies strategies used to complete a task	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
DOMAIN 2: PHYSICAL DEVELOPMENT AND HEALTH (PDH)	
PHYSICAL DEVELOPMENT	
PK.PDH.1. USES SENSES TO ASSIST AND GUIDE LEARNING: INDICATORS	
a. Identifies sights, smells, sounds, tastes and textures	<ul style="list-style-type: none"> • Song: The Five Senses • Sight • Hearing • Touch • Smell • Taste
b. Compares and contrasts different sights, smells, sounds, tastes, and textures	<ul style="list-style-type: none"> • Song: The Five Senses • Sight • Hearing • Touch • Smell • Taste
c. Communicates to discuss sights, smells, sounds, tastes, and textures	<ul style="list-style-type: none"> • Song: The Five Senses • Sight • Hearing • Touch • Smell • Taste

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
PK.PDH.2. USES SENSORY INFORMATION TO PLAN AND CARRY OUT MOVEMENTS: INDICATORS	
a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body)	Resources: • Personal Space Circle
b. Exhibits appropriate body movements when carrying out a task	Resources: • Personal Space Circle
c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them)	Resources: • Personal Space Circle
PK.PDH.3. DEMONSTRATES COORDINATION AND CONTROL OF LARGE MUSCLES: INDICATORS	
a. Displays an upright posture when standing or seated	Resources: • Yoga Booklet
b. Maintains balance during sitting, standing, and movement activities	Resources: • Yoga Booklet
c. Runs, jumps, walks in a straight line, and hops on one foot	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.
d. Climbs stairs using alternating 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.
e. Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.	• Book: Whatever the Weather
PK.PDH.4. COMBINES A SEQUENCE OF LARGE MOTOR SKILLS WITH AND WITHOUT THE USE OF EQUIPMENT: INDICATORS	
a. Navigates age appropriate playground equipment	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.
b. Explores, practices, and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing, etc.)	Resources: • Yoga Booklet
c. Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports)	Resources: • Yoga Booklet
PK.PDH.5. DEMONSTRATES EYE-HAND COORDINATION AND FINE MOTOR SKILLS: INDICATORS	
a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
b. Manipulates small objects with ease (e.g., fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
c. Uses buttons, zippers, snaps, and hook and tape successfully	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
PHYSICAL FITNESS	
PK.PDH.6. ENGAGES IN A VARIETY OF FITNESS ACTIVITIES: INDICATORS	
a. Engages in rigorous large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This <p>Resources:</p> <ul style="list-style-type: none"> • Yoga Booklet
b. Participates in activities designed to strengthen major muscle groups	<p>Resources:</p> <ul style="list-style-type: none"> • Yoga Booklet
d. Participates in activities to promote balance and flexibility.	<p>Resources:</p> <ul style="list-style-type: none"> • Yoga Booklet
PHYSICAL HEALTH AND WELL-BEING	
PK.PDH.7. DEMONSTRATES PERSONAL CARE AND HYGIENE SKILLS: INDICATORS	
a. Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Teeth <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus • Food Pictures (Healthy Eating) • My Healthy Plate
b. Exhibits self help skills when dressing, cleaning up, participating in meals, etc.	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Teeth <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus • Food Pictures (Healthy Eating) • My Healthy Plate
c. Recognizes and communicates the need to use the restroom or when experiencing symptoms of hunger or illness	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
PK.PDH.8. DEMONSTRATES AWARENESS AND UNDERSTANDING OF HEALTHY HABITS: INDICATORS	
a. Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Healthy Food • Exercise and Rest
b. Demonstrates ways to self-soothe during times of stress	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.”
c. Talks about food choices in relationship to allergies and overall health	<ul style="list-style-type: none"> • Song: Health • Healthy Food
d. Relates healthy behaviors to good personal health (e.g., eating a balanced diet, exercising)	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest • Healthy Food

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
PHYSICAL SAFETY	
PK.PDH.9. DEMONSTRATES AWARENESS AND UNDERSTANDING OF SAFETY RULES: INDICATORS	
a. Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult’s hand when walking on sidewalks or near a street)	<ul style="list-style-type: none"> • Songs: Storms; Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids
b. Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet)	<ul style="list-style-type: none"> • Songs: Storms; Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids
c. Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.	<p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids
d. Explains how to get help in emergency situations (e.g., communicates their guardian’s name and phone number)	<p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids
DOMAIN 3: SOCIAL AND EMOTIONAL LEARNING (SEL)	
SELF-AWARENESS AND SELF MANAGEMENT	
PK.SEL.1. REGULATES HIS/HER RESPONSES TO NEEDS, FEELINGS AND EVENTS: INDICATORS	
a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation	<ul style="list-style-type: none"> • Books: Ooey, Goopy Mud; I Hate Peas; Lumpy Mush • Lost and Found • Find Me! • Where’s Papa? • Lost Dinosaur • It’s Not Fair!
b. Appropriately names types of emotions (e.g., happy, excited, sad. and associates them with different, words and behaviors	<ul style="list-style-type: none"> • Lost Dinosaur • Papa’s Thumb • Squirrel’s Blocks <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings
c. Demonstrates an ability to independently modify behavior in different situations	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.”

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PK.SEL.2. RECOGNIZES SELF AS AN INDIVIDUAL HAVING UNIQUE ABILITIES, CHARACTERISTICS, FEELINGS AND INTERESTS: INDICATORS	
a. Describes self using several different characteristics	<ul style="list-style-type: none"> Books: Mine; Grandpa’s Great Athlete
b. Identifies self as being part of a family and identifies being connected to at least one significant adult	<ul style="list-style-type: none"> Books; Mine; José Three; Grandpa’s Great Athlete Come Inside My Family
c. Demonstrates knowledge of own uniqueness (talent, interests, preferences, gender, culture, etc.)	<ul style="list-style-type: none"> Books: Mine; Grandpa’s Great Athlete; I Hate Peas; Ooey, Goey Mud; Lumpy Mush; José Three; Play Ball; Movin’ to the Music Time
d. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement	Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready.
e. Identifies the range of feelings one experiences over time and that feelings can change	<ul style="list-style-type: none"> Books: Ooey, Goey Mud; I Hate Peas; Lumpy Mush Do I Have To? It’s Not Fair! Lost and Found Squirrel’s Blocks Lost Dinosaur <p>Resources:</p> <ul style="list-style-type: none"> Lots of Feelings Guess How I’m Feeling
f. Identifies likes and dislikes, needs and wants, strengths and challenges	<ul style="list-style-type: none"> Books: Ooey, Goey Mud; I Hate Peas; Lumpy Mush; Bad News Shoes Do I Have To? It’s Not Fair! Lost and Found Squirrel’s Blocks Lost Dinosaur <p>Resources:</p> <ul style="list-style-type: none"> Lots of Feelings Guess How I’m Feeling
g. Exhibits confidence and pride in home language and culture	<ul style="list-style-type: none"> Books: Mine; José Three; Ooey, Goey Mud; Grandpa’s Great Athlete; Movin’ to the Music Time Sing Around the World Songs My Family
SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS	
PK.SEL.3. DEMONSTRATES AND CONTINUES TO DEVELOP POSITIVE RELATIONSHIPS WITH SIGNIFICANT ADULTS (PRIMARY CAREGIVERS, TEACHERS AND OTHER FAMILIAR ADULTS): INDICATORS	
a. Interacts with significant adults	<ul style="list-style-type: none"> My Family Find Me! Where’s Papa? Lost and Found Soup’s On!

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
PK.SEL.3. DEMONSTRATES AND CONTINUES TO DEVELOP POSITIVE RELATIONSHIPS WITH SIGNIFICANT ADULTS (PRIMARY CAREGIVERS, TEACHERS AND OTHER FAMILIAR ADULTS): INDICATORS <i>continued</i>	
b. Seeks guidance from primary caregivers, teachers and other familiar adults	<ul style="list-style-type: none"> • Lost and Found • Lost Dinosaur • Squirrel’s Blocks <p>Resources: Lots of Feelings</p>
c. Transitions into unfamiliar setting with the assistance of familiar 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.
PK.SEL.4. DEVELOPS POSITIVE RELATIONSHIPS WITH THEIR PEERS: INDICATORS	
a. Approaches children already engaged in play	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
b. Interacts with other children (e.g., in play, conversation, etc.)	<ul style="list-style-type: none"> • Marmot’s Basket • Clubhouse • Pretend Play
c. Shares materials and toys with other children	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
d. Sustains interactions by cooperating, helping, and suggesting new ideas for play	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
e. Develops close friendship with one or more peers	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket <p>Resources:</p> <ul style="list-style-type: none"> • Friends Pictures • How to Listen Like a Friend • This Belongs to a Friend
f. Offers support to another child or shows concern when a peer appears distressed	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
PK.SEL.5. DEMONSTRATES PRO-SOCIAL PROBLEM SOLVING SKILLS IN SOCIAL INTERACTIONS: INDICATORS	
a. Seeks input from others about a problem	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
c. Uses and accepts compromise, with assistance	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair • Find Me!

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
DECISION-MAKING SKILLS	
PK.SEL.6. UNDERSTANDS AND FOLLOWS ROUTINES AND RULES: INDICATORS	
a. Displays an understanding of the purpose of rules	Resources: <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules
b. Engages easily in routine activities (e.g., story time, snack time, circle time)	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.
c. Uses materials purposefully, safely and respectfully as set by group rules	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect other’s property as well as their own.
d. With assistance, understands that breaking rules have a consequence	<ul style="list-style-type: none"> • Broken Lamp Resources: <ul style="list-style-type: none"> • Consequences Cards
e. Applies rules in new, but similar situations	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.
f. Demonstrates the ability to create new rules for different situations	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.
ADAPTABILITY	
PK.SEL.7. ADAPTS TO CHANGE: INDICATORS	
a. Easily separates himself/herself from parent or 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.
b. Transitions with minimal support between routine activities and new/unexpected occurrences	<ul style="list-style-type: none"> • Soup’s On! • Do I Have To? • Perfect Present
c. When appropriate, adjusts behavior as appropriate for different settings and /or events	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.”
d. Uses multiple adaptive strategies to cope with change (e.g., seeking social support from and adult or peer, taking deep breaths, engaging in another activity)	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.”

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
DOMAIN 4: COMMUNICATION, LANGUAGE, AND LITERACY	
PART A. APPROACHES TO COMMUNICATION (AC)	
MOTIVATION	
<i>PK.AC.1. Demonstrates motivation to communicate: Indicators</i>	
a. Participates in small or large group activities for story-telling, singing or finger plays	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
b. Asks questions	<ul style="list-style-type: none"> • Song: The Scientific Method • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Science Investigation
c. Listens attentively for a variety of purposes (e.g., enjoyment; to gain information; to perform a task; to learn what happened; to follow directions)	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.
d. Initiates conversations, both verbally and nonverbally	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.
e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking)	Waterford's Central Park character Squirrel, models independence and communicates his choices in engaging videos.
BACKGROUND KNOWLEDGE	
<i>PK.AC.2. Demonstrates they are building background knowledge: Indicators</i>	
a. Asks questions related to an item, event or experience	<ul style="list-style-type: none"> • Books: Guess What I Am; Where In the World Would You Go Today?; 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
b. Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
c. Uses new vocabulary correctly	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
d. Makes comparisons to words and concepts	<ul style="list-style-type: none"> • Make Comparisons • Connect to Me • Big and Little • Tall and Short

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
VIEWING	
<i>PK.AC.3 Demonstrates understanding of what is observed: Indicators</i>	
a. Uses vocabulary relevant to observations	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
b. Asks questions related to visual text and observations	<ul style="list-style-type: none"> • Song: The Scientific Method • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Science Investigation
c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, “he is sad”)	<ul style="list-style-type: none"> • Words Tell About the Pictures • Find an Answer • Science Investigation • Read with Me Books • Read-Along • Sing a Rhyme Songs/Books (See titles at end of document.)
VOCABULARY	
<i>PK.AC.4. Demonstrates a growing receptive vocabulary: Indicators</i>	
a. Understands and follows spoken directions	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.
b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted)	<ul style="list-style-type: none"> • Vocabulary Introduction • Words Tell About the Pictures • Picture Clues
c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use)	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.
d. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
<i>PK.AC.5. Demonstrates a growing expressive vocabulary: Indicators</i>	
a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
b. Increasingly uses more complex words in conversations	Activities provide opportunities for students to read, be read to, respond to texts, and to use words and phrases acquired through conversation.
c. Uses new and rare words introduced by adults or peers	Activities provide opportunities for students to read, be read to, respond to texts, and to use words and phrases acquired through conversation.

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
<i>PK.AC.5. Demonstrates a growing expressive vocabulary: Indicators continued</i>	
d. Begins to use appropriate volume and speed so spoken message is understood	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate.
e. Initiates conversations about a book, situation, event or print in the environment	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
REPRESENTING	
<i>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods: Indicators</i>	
a. Uses facial expressions, body language, gestures, or sign language to express ideas	<ul style="list-style-type: none"> • Pretend Play • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I am Feeling
b. Uses existing objects to represent desired or imagined objects in play or other purposeful way	<ul style="list-style-type: none"> • Pretend Play • Papa's Play • Soup's On
c. Uses visual media to represent an actual experience	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
d. Reviews and reflects on their own representations	<ul style="list-style-type: none"> • Squirrel's Sketches
e. Writes and/or draws to communicate meaning with peers and adults during play	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
DOMAIN 4B: COMMUNICATION, LANGUAGE, AND LITERACY	
PART B: ENGLISH LANGUAGE ARTS AND LITERACY	
READING FOUNDATIONS: PRINT CONCEPTS	
<i>PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print: Indicators</i>	
a. Recognizes that words are read from left to right, top to bottom and page to page	<ul style="list-style-type: none"> • Print Concepts • Print Directionality Introduction • Read with Me Books • Picture Story • Sing a Rhyme Songs/Books (See titles at end of document.)
b. Recognizes that spoken words are represented in written language	<ul style="list-style-type: none"> • Letters Make Words • Print Concepts • Words In Your World
c. Understands that words are separated by spaces in print	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
<i>PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print: Indicators continued</i>	
d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Find the Letter • Fast Letter Fun • Letter Checker • Name That Letter
e. Recognizes that letters are grouped to form words	<ul style="list-style-type: none"> • Letters Make Words • Print Concepts • Words In Your World
f. Differentiates letters from numerals	<ul style="list-style-type: none"> • Explain Numbers • Alphabet Introduction (Distinguish Letters)
g. Identifies front cover and back cover	<ul style="list-style-type: none"> • Print Concepts • Print Directionality Introduction • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Picture Story
READING FOUNDATIONS: PHONOLOGICAL AWARENESS	
<i>PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes): Indicators</i>	
a. Begins to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays)	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.)
b. Begins to recognize individual syllables within spoken words (e.g. cup-cake, base-ball)	<ul style="list-style-type: none"> • Song: Compound Words • Syllables • Syllable Safari
c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map)	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sound Songs • Coloring Game (Make a Scene)

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
READING FOUNDATIONS: PHONICS AND WORD RECOGNITION	
<i>PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills: Indicators</i>	
a. Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants.	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel’s Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound
READING FOUNDATIONS: FLUENCY	
PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
READING: KEY IDEAS AND DETAILS	
PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read- aloud discussions, during peer sharing, within play scenarios)	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Connect to Me
PK.ELAL.6. [PKR.2] Retells stories or share information from a text	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • What Comes Next? • Missing Pictures
PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • What Comes Next? • Peek at the Story • Describe Characters • Sum Up: Five Ws

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
READING: CRAFT AND STRUCTURE	
PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)	<ul style="list-style-type: none"> • Build Knowledge • Power Words • Vocabulary Introduction • Pretend Play
PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books (See titles at end of document.)
PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator	<ul style="list-style-type: none"> • Print Directionality Introduction
READING: INTEGRATION OF KNOWLEDGE AND IDEAS	
PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues • Read with Me Books • Read-Along Books
PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
WRITING: TEXT TYPES AND PURPOSES	
PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
PK.ELAL.15. [PKW.3] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
WRITING: RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)	<ul style="list-style-type: none"> • Science Investigation • Build Knowledge

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
WRITING: RESEARCH TO BUILD AND PRESENT KNOWLEDGE <i>continued</i>	
PK.ELAL.18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)	<ul style="list-style-type: none"> • Science Investigation • Build Knowledge • Sum Up: Five Ws • Sum Up, Remember, Order
SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION	
<i>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play: Indicators</i>	
a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
b. Participates in conversations through multiple exchanges	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
c. Considers individual differences when communicating with others	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
PK.ELAL.21. [PKSL.3] Identifies the speaker	
SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS	
PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events	<ul style="list-style-type: none"> • Song: Adjectives Describe • Look at Details • Describe Characters
PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)	<ul style="list-style-type: none"> • Books: Ooey, Goey Mud; I Hate Peas; Lumpy Mush • Find Me! • Where’s Papa? • Lost and Found • Soup’s On! • Boo Hoo Baby • Baby’s Ball • Lost Dinosaur • It’s Not Fair! • Perfect Present

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
SPEAKING AND LISTENING: LANGUAGE	
<p>PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p>	<p>All on-line books and text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words
<p>PK.ELAL.26. [PKL.2] Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p>	<p>Songs: Sentences; Sentence Marks</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words
SPEAKING AND LISTENING: KNOWLEDGE OF LANGUAGE	
<p>PK.ELAL.27. [PKL.4] Explores and uses new vocabulary in child-centered, authentic, play-based experiences</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>
SPEAKING AND LISTENING: VOCABULARY ACQUISITION AND USE	
<i>PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings: Indicators</i>	
<p>a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent</p>	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
<p>b. Demonstrates understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold)</p>	<ul style="list-style-type: none"> • Songs: Big Small; Savanna Size; Synonym Tree; Antonym Ant • Book: Opposites • Opposites • Tall and Short • Heavy and Light • Big and Little • Large Small Toys • Big Little Animals
<p>PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences</p>	<p>Activities provide opportunities for students to read, be read to, respond to texts, and to use words and phrases acquired through conversation.</p>

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
DOMAIN 5: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS (MATH)	
COUNTING AND CARDINALITY	
KNOW NUMBER NAMES AND THE COUNT SEQUENCE.	
PK.MATH.1. [NY-PK.CC.1.] Counts to 20	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Counting • Number Instruction
PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects) Note: Students can select the corresponding number card and/or write the numeral.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Instruction • Make and Count Groups • Match Numbers • One-to-one Correspondence
COUNT TO TELL THE NUMBER OF OBJECTS.	
PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Bug Bits
PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Bug Bits
PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.	<ul style="list-style-type: none"> • Make and Count Groups • Match Numbers • One-to-One Correspondence • Number Instruction
PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many are there?)	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Bug Bits • Make and Count Groups • Match Numbers
PK.MATH.4b. [NY-PK.CC.4b] Given a number from 1-10, counts out that many objects	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Make and Count Groups • Bug Bits • Match Numbers

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
COMPARES NUMBERS	
<p>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects)</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Greater Than, Less Than • More Than • Fewer Than
<p>PK.MATH.7. [NY-PK.CC.6.] Identifies first and last related to order or position</p>	<ul style="list-style-type: none"> • Songs: Positioning; Monster Trucks • First, Next, and Last • First, Middle, Last
OPERATIONS AND ALGEBRAIC THINKING	
UNDERSTAND ADDITION AS ADDING TO AND UNDERSTAND SUBTRACTION AS TAKING FROM.	
<p>PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)</p>	<ul style="list-style-type: none"> • Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction
UNDERSTAND SIMPLE PATTERNS.	
<p>PK.MATH.9. [NY-PK.OA.2.] Duplicates and extends simple patterns using concrete objects (e.g., what comes next?)</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB
MEASUREMENT AND DATA	
DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.	
<p>PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)</p>	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Capacity • Length • Big and Little • Tall and Short • Heavy and Light • Size • Match
SORT OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY.	
<p>PK.MATH.11. [NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category. Note: Limit category counts to be less than or equal to 10</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites; All Sorts of Laundry; Savanna Size; Same and Different • Books: Imagination Shapes; The Shape of Things; Buttons, Buttons • Size • Simple Shapes • Solid Shapes • Space Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Oval, Star, Semicircle, Diamond, Octagon

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
GEOMETRY	
IDENTIFY AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, AND RECTANGLES).	
<p>PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p>	<ul style="list-style-type: none"> • Songs: Positioning; Kites; Get Over the Bugs; Shapes, Shapes, Shapes; Monster Trucks • Books: Up in the Air; The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Solid Shapes • World Shapes • Above, Below, Next to, On • Position • Over, Under, Above, Below • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last
<p>PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot Shapes • Books: Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
EXPLORES AND CREATES TWO AND THREE-DIMENSIONAL OBJECTS	
<p>PK.MATH.14. [NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot Shapes • Books: Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
<p>PK.MATH.15. [NY-PK.G.4.] Creates and builds shapes from components (e.g., sticks, blocks, clay)</p>	<ul style="list-style-type: none"> • Geoboard • Tangrams
DOMAIN 5B: COGNITION AND KNOWLEDGE OF THE WORLD: SCIENCE (SCI)	
PHYSICAL SCIENCE	
PK.SCI.1. [P-PS1-1.] ASKS QUESTIONS AND USES OBSERVATIONS TO TEST THE CLAIM THAT DIFFERENT KINDS OF MATTER EXIST AS EITHER SOLID OR LIQUID: INDICATORS	
<p>a. Observes and describes similarities and differences between solids and liquids based on their physical properties</p>	<ul style="list-style-type: none"> • Song: Solid or Liquid, Matter • Solid and Liquid • Book: Pancakes Matter • States of Matter
<p>b. Compares and categorizes solids and liquids based on their physical properties</p>	<ul style="list-style-type: none"> • Song: Solid or Liquid, Matter • Solid and Liquid • Book: Pancakes Matter • States of Matter

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
PK.SCI.2. [P-PS2-1.] USES TOOLS AND MATERIALS TO DESIGN AND BUILD A DEVICE THAT CAUSES AN OBJECT TO MOVE FASTER WITH A PUSH OR A PULL: INDICATORS	
a. Explores forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces (e.g., a string attached to an object being pulled or a ramp to increase the speed of an object)	<ul style="list-style-type: none"> • Song: Push and Pull; Gravity • Book: Mr. Mario's Neighborhood • Push and Pull • Magnets
CPK.SCI.3. [P-PS4-1.] PLANS AND CONDUCTS INVESTIGATIONS TO PROVIDE EVIDENCE THAT SOUND IS PRODUCED BY VIBRATING MATERIALS: INDICATORS	
a. Investigates vibrating materials such as percussion instruments (e.g., drum, triangle), string instruments (e.g., guitar, piano), wind instruments (e.g., recorder, whistle), and audio speakers	<ul style="list-style-type: none"> • Book: What Sounds Say
LIFE SCIENCES	
PK.SCI.4. [P-LS1-1.] OBSERVES FAMILIAR PLANTS AND ANIMALS (INCLUDING HUMANS) AND DESCRIBES WHAT THEY NEED TO SURVIVE: INDICATORS	
a. Explores what a variety of living organisms need to live and grow (e.g., water, nutrients, environment)	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants; Water; Food From Plants • Books: A Seed Grows; Mela's Water Pot; Everybody Needs to Eat • Plants Need Water • Animals Need Water • Plants and Animals Need Air • Healthy Plants' Needs • Plants • Water • Food From Plants • Sun
PK.SCI.5. [P-LS1-2.] PLANS AND CONDUCTS INVESTIGATIONS TO DETERMINE HOW FAMILIAR PLANTS AND/OR ANIMALS USE THEIR EXTERNAL PARTS TO HELP THEM SURVIVE IN THE ENVIRONMENT: INDICATORS	
a. Observes the relationships between the physical and living environment (e.g. views habitats of plants and animals)	<ul style="list-style-type: none"> • Deserts • Mountains • Oceans • Rainforests
b. Recognizes the different structures of familiar plants and animals (e.g., roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals)	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal • Books: A Seed Grows • Science Investigation • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
PK.SCI.6. [P-LS3-1.] DEVELOPS A MODEL TO DESCRIBE THAT SOME YOUNG PLANTS AND ANIMALS ARE SIMILAR TO, BUT NOT EXACTLY LIKE, THEIR PARENTS: INDICATORS	
<p>a. Observes and represents familiar plants and animals (e.g., draws pictures, builds and plays with toy or model animals in their habitats)</p>	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal • Books: A Seed Grows • Science Investigation • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal
<p>b. Compares baby and adult animals and recognizes similarities (e.g., matches adult stuffed animals with their baby in a play setting)</p>	<ul style="list-style-type: none"> • Observe a Simple System • Book: Watch the Woolly Worm
EARTH AND SPACE SCIENCES	
PK.SCI.7. [P-ESS1-1.] OBSERVES AND DESCRIBES THE APPARENT MOTIONS OF THE SUN, MOON, AND STARS TO RECOGNIZE PREDICTABLE PATTERNS: INDICATORS	
<p>a. Explores characteristics and movements of the sun, moon, stars and clouds (e.g., the sun and moon appear to move across the sky in a predictable pathway, day and night follow predictable patterns, seasons change in a cyclical pattern, the moon's shape appears to change in a cyclical pattern, and stars other than our Sun can be visible at night depending on local weather conditions)</p>	<ul style="list-style-type: none"> • Song: Sun Blues; The Moon; Seasons • Book: Star Pictures • Sun • Moon • Constellations
PK.SCI.8. [P-ESS2-1.] ASKS QUESTIONS, MAKES OBSERVATIONS, AND COLLECTS AND RECORDS DATA USING SIMPLE INSTRUMENTS TO RECOGNIZE PATTERNS ABOUT HOW LOCAL WEATHER CONDITIONS CHANGE DAILY AND SEASONALLY: INDICATORS	
<p>a. Discusses daily weather conditions and the impact of weather (e.g., recorded over time and how those conditions impact student activities and what clothes they wear)</p>	<ul style="list-style-type: none"> • Book: That's What I Like: A Book About Seasons; Whatever the Weather • Spring • Summer • Fall • Winter • Calendar/Graph Weather
<p>b. Uses vocabulary to describe weather conditions (e.g., cloud cover (sunny, partly cloudy, cloudy, foggy), precipitation (no precipitation, snow, hail, rain), wind (no wind, some wind, strong wind), and temperature (cold, cool, warm, hot))</p>	<ul style="list-style-type: none"> • Book: That's What I Like: A Book About Seasons; Whatever the Weather • Calendar/Graph Weather • Weather • Weather Patterns

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
PK.SCI.9. [P-PS3-1.] PLANS AND CONDUCTS AN INVESTIGATION TO DETERMINE THE EFFECT OF SUNLIGHT ON EARTH'S SURFACE: INDICATORS	
a. Discusses the effects of the sun (e.g., provides light, creates shadows, and the warming effect on living organisms and nonliving things.)	<ul style="list-style-type: none"> • Song: Sun Blues • Sun
ENGINEERING DESIGN	
PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	<ul style="list-style-type: none"> • Songs: The Scientific Method; Graphing; Tallying • Books: I Want to Be a Scientist Like Jane Goodall; I want to be a Scientists Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Materials • Magnets
PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
PK.SCI.12. [K-2-ETS1-3.] Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	
DOMAIN 5C: COGNITION AND KNOWLEDGE OF THE WORLD: SOCIAL STUDIES (SOC)	
INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY	
PK.SOC.1. DEVELOPS A BASIC AWARENESS OF SELF AS AN INDIVIDUAL, SELF WITHIN THE CONTEXT OF GROUP, AND SELF WITHIN THE CONTEXT OF COMMUNITY: INDICATORS	
a. Identifies self by using characteristics such as eye color, hair color, age	<ul style="list-style-type: none"> • Books: Mine; José Three; Grandpa's Great Athlete
b. Describes how each person is unique and important	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
c. Identifies as a member of a group	<ul style="list-style-type: none"> • Books: José Three; Grandpa's Great Athlete • My Family • Clubhouse • Marmot's Basket
PK.SOC.2. DEMONSTRATES AWARENESS AND APPRECIATION OF THEIR OWN CULTURE AND OTHER CULTURES: INDICATORS	
a. Talks about and/or shows items related to cultural traditions . [E.g. Describes some of the dances, foods, and special events related to culture	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.
b. Describes own community and/or cultural group	<ul style="list-style-type: none"> • Books: José Three; Grandpa's Great Athlete • My Family • Clubhouse • Marmot's Basket

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
CIVIC IDEALS AND PRACTICES	
PK.SOC.3. DEMONSTRATES AN UNDERSTANDING OF ROLES, RIGHTS, AND RESPONSIBILITIES: INDICATORS	
a. Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs)	Resources: <ul style="list-style-type: none"> • Community Helpers
b. Recognizes that people depend on community helpers to provide goods and services	Resources: <ul style="list-style-type: none"> • Community Helpers
c. Identifies the tools and equipment that correspond to various roles and jobs	Resources: <ul style="list-style-type: none"> • Community Helpers
d. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community	Resources: <ul style="list-style-type: none"> • Community Helpers
PK.SOC.4. BEGINS TO LEARN BASIC CIVIC AND DEMOCRATIC PRINCIPLES: INDICATORS	
a. Expresses that rules are for everyone	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety Resources: <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids • Listening Rug Rules • Good Playing Rules
b. Identifies rules that protect themselves and others	<ul style="list-style-type: none"> • Songs: Storms; Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety Resources: <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids
c. Describes possible consequences when rules are not followed	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Broken Lamp • Baby's Ball Resources: <ul style="list-style-type: none"> • Consequences Cards
d. Participates in making group rules and/or rules for daily routines and transitions	Resources: <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules
e. Follows rules and may remind others of the rules	Resources: <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules • Consequences Cards
f. Demonstrates preferences and choices by participating when the class votes to make simple decisions	

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
GEOGRAPHY, HUMANS AND THE ENVIRONMENT	
PK.SOC.5 DEMONSTRATES KNOWLEDGE OF THE RELATIONSHIP BETWEEN PEOPLE, PLACES, AND REGIONS: INDICATORS	
a. Identifies features of own home and familiar places	<ul style="list-style-type: none"> • Book: Your Backyard • Create Your Own Environment <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children
b. Names the street, neighborhood, city and/or town where they live	<ul style="list-style-type: none"> • Book: Your Backyard • Create Your Own Environment <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children
c. Uses words that indicate direction, position and relative distance	<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 • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last
d. Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials	<ul style="list-style-type: none"> • Create Your Own Environment
TIME, CONTINUITY AND CHANGE	
PK.SOC.6. DEVELOPS AN UNDERSTANDING OF HOW PEOPLE AND THINGS CHANGE OVER TIME AND HOW TO RELATE PAST EVENTS TO THEIR PRESENT AND FUTURE ACTIVITIES: INDICATORS	
a. Identifies routines and common occurrences in own life	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.
b. Identifies changes over time in themselves, their families, and in the wider community	<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; I Want to Be a Scientist Like Thomas Edison
c. Retells important events in sequential order	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • What Comes Next? • Missing Pictures
d. Demonstrates interest in current events that relate to family, culture, and community	<ul style="list-style-type: none"> • Sing Around the World Songs
e. Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby” or “before I moved to my new house”	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Books: The Watermelon Seed; José Three; I Can’t Wait • Today • Yesterday/Tomorrow

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
ECONOMIC SYSTEMS	
PK.SOC.7. DEVELOPS A BASIC UNDERSTANDING OF ECONOMIC CONCEPTS WITHIN A COMMUNITY: INDICATORS	
<p>a. Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards, vouchers, food assistance programs)</p>	<ul style="list-style-type: none"> • Books: Bugs For Sale; Fudge For Sale; Bad News Shoes • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Money • Classroom Helpers • All the Way Done
DOMAIN 5D: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS (ARTS)	
DANCE	
PK.ARTS.1. [DA:CR1-3.PK] CREATES DANCE: INDICATORS	
<p>a. Expresses and engages using movement elements and skills (locomotor and non-locomotor) to a series of sensory stimuli (e.g., music, visual cues)</p>	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This • Book: Movin' to the Music Time • Baby's Ballet
<p>b. Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence</p>	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet
PK.ARTS.2. [DA:PR4-6.PK] PERFORMS DANCE: INDICATORS	
<p>a. Demonstrates basic full-body locomotor movements (crawl, walk, run), non-locomotor movements (bend, twist, reach) and spatial relationships (over, under, around) while moving in general space</p>	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This; Positioning; Monster Trucks • Book: Movin' to the Music Time • Baby's Ballet
<p>b. Identifies the speed of a dance (for example fast vs. slow) and move to varied rhythmic sounds at different tempo</p>	<ul style="list-style-type: none"> • Book: Movin' to the Music Time
<p>c. Moves with opposing qualities (loose/tight, light/heavy, shaky/smooth) and explores movement with simple props in response to verbal cues or expressive music</p>	<ul style="list-style-type: none"> • Book: Movin' to the Music Time
PK.ARTS.3. [DA:RE7-9.PK] RESPONDS TO DANCE: INDICATORS	
<p>a. Identifies a movement in a dance by repeating it</p>	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This
<p>b. Demonstrates observed or performed movements originating from diverse dance genres (e.g., tap, ballet, contemporary) and imitate those dance movements</p>	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This • Book: Movin' to the Music Time • Baby's Ballet
<p>c. Observes a movement and shares impressions</p>	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This • Book: Movin' to the Music Time • Baby's Ballet

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
PK.ARTS.4. [DA:CN10-11.PK] CONNECTS TO DANCE: INDICATORS	
a. Recognizes the expression of emotion while watching or performing a dance	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet
b. Demonstrates a dance movement experienced at home or elsewhere	<ul style="list-style-type: none"> • Book: Movin' to the Music Time
c. Observes a work of dance, replicates movements and asks questions about the choreography	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This • Book: Movin' to the Music Time • Baby's Ballet
MEDIA ARTS	
PK.ARTS.5. [MA:CR1-3.PK] CREATES MEDIA ARTS: INDICATORS	
a. Discovers and explores media arts tools	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
PK.ARTS.6. [MA:CR4-6.PK] PRODUCES MEDIA ARTS: INDICATORS	
a. Explores various ways to present media artwork	<ul style="list-style-type: none"> • Squirrel's Sketches • ABC: Coloring
PK.ARTS.7. [MA:RE7-9.PK] RESPONDS AND CONNECTS TO MEDIA ARTS: INDICATORS	
a. Explores and discusses the components of a variety of media artwork (i.e., still and moving images, human-made images (like drawings, Claymation) or characters (puppets), real-life video, text, etc.)	<ul style="list-style-type: none"> • Songs: Colors, Colors; The Painted Rooster • Book: Lizard and the Painted Rock • Squirrel's Sketches
b. Identifies personal experiences with media artwork (e.g., talks about where they have seen media artwork, such as tablets, TV, computers, museums, concerts, classroom	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
MUSIC	
PK.ARTS.8. [MU:CR1-3.PK] CREATES MUSIC: INDICATORS	
a. Explores and experiences a variety of music and favorite musical ideas (e.g., experiments with musical instruments, makes up silly and rhyming verses, imitates rhythmic patterns, uses music to tell stories and express feelings)	<ul style="list-style-type: none"> • Sing Around the World Songs • Book: What Sounds Say
b. Shares musical ideas with peers	<ul style="list-style-type: none"> • Book: What Sounds Say • Mama's Melody • Baby's Ballet
PK.ARTS.9. [MU:PR4-6.PK] PERFORMS MUSIC: INDICATORS	
a. Performs music with expression (e.g., keeping rhythm using instruments, performing through oral, or visual expression- singing songs, moving in time to the music with dance props or bodily movements)	<ul style="list-style-type: none"> • Mama's Melody • Book: Movin' to the Music Time
b. Practices and demonstrates what they like about their own performances	<ul style="list-style-type: none"> • Mama's Melody

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
PK.ARTS.10. [MU:RE7-9.PK] RESPONDS TO MUSIC: INDICATORS	
a. Demonstrates and states personal preference for varied musical selections provided by the teacher	<ul style="list-style-type: none"> Mama's Melody
b. Explores and demonstrates awareness of the contrasts and expressive qualities of music (i.e., voice/sound quality, tone, dynamics, pitch, and tempo)	<ul style="list-style-type: none"> Book: What Sounds Say
c. Responds appropriately to aural and visual cues	While interacting with Waterford, children listen to and follow multi-step directions.
PK.ARTS.11. [MU:CN10-11.PK] CONNECTS TO MUSIC: INDICATORS	
a. Explores and imitates sounds found in the environment	<ul style="list-style-type: none"> Songs: Sound Book: Movin' to the Music Time; What Sounds Say Animal Sounds
b. Imagines and describes places, times, and reasons for making and listening to music	<ul style="list-style-type: none"> Sing Around the World Songs
c. Performs/explores folk music from a variety of cultures	<ul style="list-style-type: none"> Sing Around the World Songs
d. Performs/explores music that tells a story, adding physical movements and/or experimenting with loudness and softness (dynamics) and tempo to add expressivity and enhance story	<ul style="list-style-type: none"> Song: Sound Sing Around the World Songs Book: Movin' to the Music Time Mama's Melody
THEATER	
PK.ARTS.12. [TH:CR1-3.PK] CREATES THEATRICAL ARTS: INDICATORS	
a. Transitions between imagination and reality in dramatic play	<ul style="list-style-type: none"> Pretend Play Papa's Play Real and Make-believe
b. Uses non-representational materials to create props, puppets, and costume pieces for dramatic play	<ul style="list-style-type: none"> Pretend Play Perfect Present
c. Uses gestures, words, sounds, and movements in dramatic play	<ul style="list-style-type: none"> Pretend Play Papa's Play
PK.ARTS.13. [TH:PR4-6.PK] PERFORMS THEATRICAL ARTS: INDICATORS	
a. Identifies characters and setting in dramatic play or guided drama	<ul style="list-style-type: none"> Pretend Play Describe Characters
b. Engages in dramatic play to tell known stories and newly imagined stories (i.e., re-enacts a story or creates their own story to act out)	<ul style="list-style-type: none"> Pretend Play Papa's Play
c. Uses body and voice to communicate emotions in dramatic play	<ul style="list-style-type: none"> Pretend Play Papa's Play

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
PK.ARTS.14. [TH:RE7-9.PK] RESPONDS TO THEATRICAL ARTS: INDICATORS	
a. Identifies preferences in dramatic play (i.e., express their own feelings, roles, and use of materials)	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play
b. Discusses the experiences of characters in dramatic play	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play
c. Makes connections between themselves and a character	<ul style="list-style-type: none"> • Connect to Me <p>Resources:</p> <ul style="list-style-type: none"> • What Would You Do?
PK.ARTS.15. [TH:CN10-11.PK] CONNECTS TO THEATRICAL ARTS: INDICATORS	
a. Identifies the similarities between a story and personal experiences in dramatic play	<p>Resources:</p> <ul style="list-style-type: none"> • What Would You Do?
b. Identifies stories that are similar to one another in dramatic play	
c. Tells a short story in dramatic play	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play
VISUAL ARTS	
PK.ARTS.16. [VA:CR1-3.PK] CREATES VISUAL ARTS: INDICATORS	
a. Engages in self-directed imaginative play with a variety of materials and/or art-making tools	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
b. Creates, shares and/or talks about art that communicates a familiar place or object (e.g., using blocks to build a castle or clay to create a snake)	<ul style="list-style-type: none"> • Song: The Painted Rooster • Book: Lizard and the Painted Rock • Squirrel’s Sketches
c. Shares and talks about personal artwork	<ul style="list-style-type: none"> • Song: The Painted Rooster • Squirrel’s Sketches
PK.ARTS.17. [VA:PR4-6.PK] PRESENTS VISUAL ARTS: INDICATORS	
a. Selects art objects for saving or display, explaining why they are chosen	
b. Identifies places, both inside and outside of school, where art can be displayed or saved	<ul style="list-style-type: none"> • Book: Lizard and the Painted Rock
PK.ARTS.18. [VA:RE7-9.PK] RESPONDS TO VISUAL ARTS: INDICATORS	
a. Recognizes and shares preferences and/or reactions to art in one’s environment	<ul style="list-style-type: none"> • Squirrel’s Sketches • Book: Lizard and the Painted Rock
b. Distinguishes between images and real objects	<ul style="list-style-type: none"> • Squirrel’s Sketches • Real and Make-believe
c. Selects a preferred artwork	<ul style="list-style-type: none"> • Squirrel’s Sketches
PK.ARTS.19. [CN10-11.PK] CONNECTS TO VISUAL ARTS: INDICATORS	
a. Imagines, invents, and creates art that tells a story about life	<ul style="list-style-type: none"> • Squirrel’s Sketches • Book: Lizard and the Painted Rock
b. Recognizes that people make works of art and design	<ul style="list-style-type: none"> • Book: Lizard and the Painted Rock

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
DOMAIN 5E: COGNITION AND KNOWLEDGE OF THE WORLD: TECHNOLOGY, COMPUTER SCIENCE, AND DIGITAL LITERACY 2011	
Foundations to Technology	
1. DESCRIBES TYPES OF MATERIALS AND HOW THEY'RE USED.	
a. Discusses or describes characteristics of materials in the environment.	<ul style="list-style-type: none"> • Look at Details • Materials • Magnets
b. Explains some uses for materials, e.g., wood, fur, plastic.	<ul style="list-style-type: none"> • Materials
c. Creates structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools).	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Materials • Perfect Present
2. EXPLORES AND USES VARIOUS TYPES OF TOOLS APPROPRIATELY.	
a. Identifies the functions of certain tools (e.g., cell phone, pulley, hammer, hearing aid, and microwave.)	<ul style="list-style-type: none"> • Science Tools • Weather Tools • Magnets
b. Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g., computer, hammer, digital media or simple machine)	Children select the Waterford icon to begin their session. Activity responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
c. Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever).	<ul style="list-style-type: none"> • Science Tools • Weather Tools
d. Uses common tools to create simple objects or structures.	<ul style="list-style-type: none"> • Science Tools • Weather Tools
e. Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.).	<ul style="list-style-type: none"> • Perfect Present
3. EXPRESSES AN UNDERSTANDING OF HOW TECHNOLOGY AFFECTS THEM IN DAILY LIFE, AND HOW IT CAN BE USED TO SOLVE PROBLEMS.	
a. Identifies examples of technology used in daily life (e.g., telephone, computers, car).	<ul style="list-style-type: none"> • Print Directionality Introduction
b. Describes how technology can make finding information, completing tasks and solving problems faster and easier.	<ul style="list-style-type: none"> • Print Directionality Introduction
c. Identifies examples of how technology affects the environment, including home and school environments.	<ul style="list-style-type: none"> • Print Directionality Introduction

NEW YORK STANDARDS	WATERFORD DIGITAL RESOURCES
Using Technology	
4. UNDERSTANDS THE OPERATION OF TECHNOLOGY SYSTEMS.	
a. Uses input and output devices to successfully operate technology systems (e.g., keyboard, monitor, printer, vending machine..	Children select the Waterford icon to begin their session. Activity responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
b. Begins using appropriate vocabulary when describing the nature and operation of a technological system (e.g., pedal power moves a bicycle, gas moves a car, batteries operate a toy).	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).
c. Gives examples of how technological systems are used (e.g., internet, cameras, cell phones).	<ul style="list-style-type: none"> • Print Directionality Introduction • Observe a Simple System
5. USES THE KNOWLEDGE OF TECHNOLOGY TO INCREASE LEARNING.	
a. Uses computer to write, draw and explore concepts.	Many activities in Waterford offer children choices and encourage them to express their own ideas. Examples: Coloring Game (Make a Scene), to review letter name, shape, and sound, Write About It for keyboarding, and Create Your Own Environment in the study of environments.
b. Learns basic skills by using age appropriate computer programs.	Children select the Waterford icon to begin their session. While interacting with Waterford, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
c. Uses technology tools independently (e.g., instructional media games, digital cameras).	Children access Waterford by selecting the desktop icon. Personalized instruction enables students to progress through the sequence independently, at their own pace, offering more challenging activities when they are ready.



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?

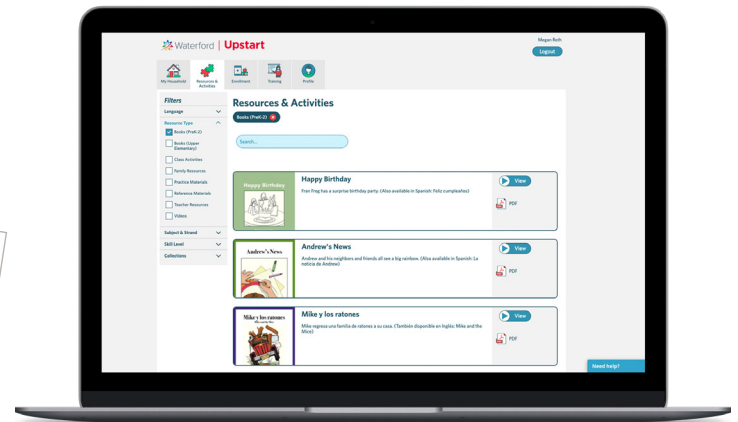
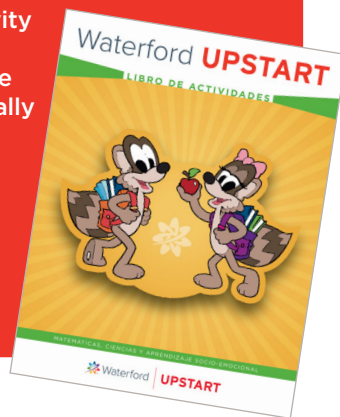
FAMILY ENGAGEMENT

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, Goopy 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.