

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Alabama's
Standards for
Early Learning
and Development
2020*

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ALABAMA STANDARDS	WATERFORD RESOURCES
SOCIAL EMOTIONAL DEVELOPMENT (SED)	
SED 1: MYSELF	
SED1A: SELF-AWARENESS: CHILDREN WILL DEMONSTRATE AN EMERGING PERSONAL IDENTITY THROUGH AWARENESS OF OWN PERSONAL CHARACTERISTICS, SKILLS AND ABILITIES.	
1aOP-1 Differentiate themselves by physical characteristics	<ul style="list-style-type: none"> Books: Mine; José Three
1aOP-2 Show increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities	<ul style="list-style-type: none"> Books: I Hate Peas; Ooey, Gooley Mud; Lumpy Mush; Mine; José Three; Grandpa's Great Athlete
1aOP-3 Connect adult's actions to own accomplishments or actions	<ul style="list-style-type: none"> Books: Milton's Mitten; Marty's Mixed-up Mom
1aOP-4 Make choices based on likes and dislikes (preferences)	<ul style="list-style-type: none"> Books: I Hate Peas; Ooey, Gooley Mud; Lumpy Mush
1aOP-5 Stand up for rights of others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
SED1B: SELF-ESTEEM: CHILDREN WILL DEMONSTRATE EMERGING CONFIDENCE IN THEIR OWN ABILITIES.	
1bOP-1 Show confidence in ability by taking on new tasks	Waterford Early Learning runs on a dynamic sequence engine that responds to each child's individual interactions. Scaffolded instruction and guided assistance throughout each activity provides support offering more challenging content when they are ready.
1bOP-2 Show pride in completion of challenging tasks and activities	<ul style="list-style-type: none"> Squirrel's Sketches
1bOP-3 Invite peers to join play or activity	<ul style="list-style-type: none"> Book: Will You Play With Me? Clubhouse
1bOP-4 Describe accomplishments with detail	<ul style="list-style-type: none"> Books: My Super Sticky Sandwich; Birds at My House
SED 2: MY FEELINGS	
SED2A: MANAGE FEELINGS: CHILDREN WILL IDENTIFY, MANAGE, AND EXPRESS THEIR FEELINGS.	
2aOP-1 Associate basic emotions with words, expressions or gestures or actions	<ul style="list-style-type: none"> Do I Have To? It's Not Fair! Lost and Found Lost Dinosaur Squirrel's Blocks
2aOP-2 Communicate feelings or emotions in socially-acceptable ways	<ul style="list-style-type: none"> Do I Have To? It's Not Fair! Lost and Found Lost Dinosaur Squirrel's Blocks
2aOP-3 Seek reassurance or recognition from adults when attempting to resolve distress or challenging situation	<ul style="list-style-type: none"> It's Not Fair! Do I Have To? Lost and Found Squirrel's Blocks Lost Dinosaur

ALABAMA STANDARDS	WATERFORD RESOURCES
SED2A: MANAGE FEELINGS: CHILDREN WILL IDENTIFY, MANAGE, AND EXPRESS THEIR FEELINGS <i>continued.</i>	
2aOP-4 Respond with empathy and compassion at others' expression of emotion	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Lost Keys
SED2B: SELF-REGULATION: CHILDREN WILL BEGIN TO SELF-REGULATE.	
2bOP-1 Independently use self-regulation strategies to solve simple problems	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
2bOP-2 Adapt behavior to accommodate situation or adult response	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair!
2bOP-3 Independently solve simple problems	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
2bOP-4 Transition to new activities independently when asked	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
SED 3: MY RELATIONSHIPS	
SED3A: RELATIONSHIPS WITH ADULTS: CHILDREN WILL FORM RELATIONSHIPS AND INTERACT POSITIVELY WITH ADULTS WHO CONSISTENTLY RESPOND TO THEIR NEEDS.	
3aOP-1 Separate and easily accept explanation for parting with trusted adult	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
3aOP-2 Cooperate with adult guidance to achieve adult approval	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair!
3aOP-3 Initiate and engage with familiar adults to share mutual interests	<ul style="list-style-type: none"> • Where's Papa? • Papa's Play • Mama's Melody
SED3B: RELATIONSHIPS WITH PEERS: CHILDREN WILL DEVELOP WAYS TO INTERACT AND BUILD RELATIONSHIPS WITH PEERS.	
3bOP-1 Sustain relationships with other children for an extended period of time	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
3bOP-2 Take the perspective of another child and respond in a manner that is supportive	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem
3bOP-3 Play with peers in a coordinated manner including assigning roles, materials and actions	<ul style="list-style-type: none"> • Pretend Play
3bOP-4 Engage in prosocial behavior during play (cooperating, turn-taking, sharing)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
SOCIAL STUDIES (SST)	
SST 1: SOCIAL SYSTEMS	
SST1A: FAMILY STRUCTURE: CHILDREN WILL DEVELOP A SENSE OF BELONGING TO A FAMILY GROUP, ARTICULATE FAMILY MEMBERS' ROLES, AND IDENTIFY HOW FAMILIES ARE ALIKE AND DIFFERENT.	
1aOP-1 Name extended family members (aunts, grandparents, etc.)	<ul style="list-style-type: none"> • Books: Mine; José Three; Grandpa's Great Athlete
1aOP-2 Talk about relationships with other family members	<ul style="list-style-type: none"> • Books: Mine; José Three; Grandpa's Great Athlete; Marty's Mixed-up Mom; Bandage Bandit

ALABAMA STANDARDS	WATERFORD RESOURCES
SST1A: FAMILY STRUCTURE: CHILDREN WILL DEVELOP A SENSE OF BELONGING TO A FAMILY GROUP, ARTICULATE FAMILY MEMBERS' ROLES, AND IDENTIFY HOW FAMILIES ARE ALIKE AND DIFFERENT <i>continued.</i>	
1aOP-3 Discuss how families differ and how they are the same	<ul style="list-style-type: none"> • Books: Mine; José Three; Duc Tho Le's Birthday Present; Moving Day • My Family
SST1B: COMMUNITY BELONGING: CHILDREN WILL BUILD A SENSE OF BELONGING TO A GROUP AND FOLLOW ITS RULES.	
1bOP-1 Differentiate groups they belong to	<ul style="list-style-type: none"> • My Family • Clubhouse • Marmot's Basket
1bOP-2 Follow routines and schedules	<ul style="list-style-type: none"> • Soup's On! • Do I Have To?
1bOP-3 Understand natural and logical consequences for not following rules	<ul style="list-style-type: none"> • Broken Lamp <p>Resources:</p> <ul style="list-style-type: none"> • Consequences Cards
1bOP-4 Seek out opportunities for leadership	<ul style="list-style-type: none"> • Clubhouse
SST1C: DIVERSITY AND CULTURE: CHILDREN WILL SHOW UNDERSTANDING OF HOW PEOPLE AND CUSTOMS ARE ALIKE AND DIFFERENT.	
1cOP-1 Compare traits and characteristics of self with others	<ul style="list-style-type: none"> • Books: Mine; David Next Door; Play Ball
1cOP-2 Discuss differences and similarities between themselves and others	<ul style="list-style-type: none"> • Books: Mine; David Next Door; Play Ball
1cOP-3 Show appreciation of own culture or customs	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
SST 2: SOCIAL STUDIES CONCEPTS	
SST2A: ECONOMICS: CHILDREN WILL UNDERSTAND ABOUT SUPPLY AND DEMAND, WHY PEOPLE WORK, MONEY, AND COMMUNITY HELPERS.	
2aOP-1 Realize that people depend on others to have needs met	<p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers
2aOP-2 Describe roles of various community helpers and workers	<p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers
2aOP-3 Describe occupations' roles and purposes	<p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers
2aOP-4 Understand the purpose of saving for tomorrow	<ul style="list-style-type: none"> • Song: Save Your Pennies
SST2B: GEOGRAPHY: CHILDREN WILL IDENTIFY BASIC CONCEPTS OF LOCATION AND FEATURES IN THE COMMUNITY.	
2bOP-1 Use directional terms such as turn left, straight ahead	<ul style="list-style-type: none"> • Song: Positioning • Left and Right • Position
2bOP-1 Name own street, town and/or neighborhood	<p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children
2bOP-1 Create representations of different landforms and landmarks during play	<ul style="list-style-type: none"> • Create Your Own Environment
2bOP-1 Use geographic tools to identify landmarks in a specific location	<p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children

ALABAMA STANDARDS	WATERFORD RESOURCES
SST2C: HISTORY: CHILDREN WILL DEMONSTRATE AN UNDERSTANDING OF EVENTS AND PEOPLE FROM THE PAST AND PRESENT.	
2cOP-1 Use the posted schedule to describe the day's activities	<ul style="list-style-type: none"> • Calendar/Graph Weather • Today
2cOP-2 Distinguish between events that happened in the past, present or future	<ul style="list-style-type: none"> • Books: The Old Maple Tree; I Can't Wait; What Will Sara Be?
2cOP-3 Talk about an event that happened or will happen	<ul style="list-style-type: none"> • Books: I Can't Wait; What Will Sara Be?; My Super Sticky Sandwich
2cOP-4 Discuss past experiences or events in the correct sequence	<ul style="list-style-type: none"> • Sum Up: Remember Order • What Comes Next?
2cOP-5 Use time vocabulary with some accuracy	<ul style="list-style-type: none"> • Calendar/Graph Weather • Today
APPROACHES TO PLAY AND LEARNING (APL)	
APL 1: PLAY	
APL1A: IMAGINATIVE PLAY: CHILDREN WILL USE THEIR IMAGINATIONS TO LEARN ABOUT THE WORLD AROUND THEM.	
1aOP-1 Use props and create characters as part of pretend play	<ul style="list-style-type: none"> • Mama's Melody • Pretend Play
1aOP-2 Engage in elaborate and sustained imaginative play	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
1aOP-3 Distinguish between real life and fantasy	<ul style="list-style-type: none"> • Distinguish between Fantasy and Reality • Real and Make-believe
APL1B: COLLABORATIVE PLAY: CHILDREN WILL LEARN TO WORK AND PLAY TOGETHER TO ACHIEVE A COMMON GOAL.	
1bOP-1 Develop and sustain complex play themes and roles in cooperation with peers	<ul style="list-style-type: none"> • Papa's Play • Pretend Play • Mama's Melody
1bOP-2 Seek out specific children to engage in play experiences	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
1bOP-3 Take another's perspective	<ul style="list-style-type: none"> • Musical Mayhem <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
1bOP-4 Articulate values and "rules" through play	<ul style="list-style-type: none"> • Clubhouse <p>Resources:</p> <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules
APL 2: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE	
APL2A: PERSISTENCE, ENGAGEMENT, AND ATTENTION: CHILDREN WILL DEVELOP THE ABILITY TO FOCUS THEIR ATTENTION AND CONCENTRATE TO COMPLETE TASKS.	
2aOP-1 Stay focused on activities and tasks until completion	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.

ALABAMA STANDARDS	WATERFORD RESOURCES
APL2A: PERSISTENCE, ENGAGEMENT, AND ATTENTION: CHILDREN WILL DEVELOP THE ABILITY TO FOCUS THEIR ATTENTION AND CONCENTRATE TO COMPLETE TASKS <i>continued</i>.	
2aOP-2 Persist with task completion even after previous efforts have failed	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.
2aOP-3 Stay engaged in an activity or task despite interruptions	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest.
2aOP-4 Generalize the success to another task	<ul style="list-style-type: none"> • The Picnic • Dinner Time • Squirrel's Blocks
2aOP-5 Set simple goals that extend over time, make plans and follow through	<ul style="list-style-type: none"> • Perfect Present • Party Time
APL2B: TASK ANALYSIS: CHILDREN WILL IDENTIFY THE STEPS NEEDED TO ACHIEVE A GOAL.	
2bOP-1 Demonstrate understanding that a task can be achieved in multiple ways	<ul style="list-style-type: none"> • Perfect Present
2bOP-2 Break down multi-part tasks into steps	<ul style="list-style-type: none"> • Book: My Super Sticky Sandwich
2bOP-3 Independently identify and seek things needed to complete activities or tasks	<ul style="list-style-type: none"> • Book: My Super Sticky Sandwich
APL2C: REASONING AND PROBLEM SOLVING: CHILDREN WILL IDENTIFY AND DEVELOP STRATEGIES FOR SOLVING SIMPLE PROBLEMS.	
2cOP-1 Apply prior knowledge and experiences to new ideas and activities	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me
2cOP-2 Describe the steps they will use to solve a problem	<ul style="list-style-type: none"> • Book: My Super Sticky Sandwich
2cOP-3 Evaluate different strategies for problem solving and select the strategy they feel will work without trying it	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
2cOP-4 Ask specific questions of adult or peer to solve a problem	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
APL 3: WONDERMENT AND INVESTIGATION	
APL3A: CURIOSITY, INVENTION, AND INITIATIVE: CHILDREN WILL SHOW EAGERNESS, IMAGINATION, AND CREATIVITY AS THEY TRY NEW TASKS.	
3aOP-1 Show eagerness to learn about and discuss new topics, ideas and tasks	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System
3aOP-2 Ask questions to understand a new concept	<ul style="list-style-type: none"> • Books: Guess What I Am; I Want to Be a Scientist Like Jane Goodall • Science Investigation • Ask a Question
3aOP-3 Show independence and purpose when making choices.	<ul style="list-style-type: none"> • Perfect Present
3aOP-4 Use complex and varied language to share ideas and influence others during play	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket

ALABAMA STANDARDS	WATERFORD RESOURCES
APL3A: CURIOSITY, INVENTION, AND INITIATIVE: CHILDREN WILL SHOW EAGERNESS, IMAGINATION, AND CREATIVITY AS THEY TRY NEW TASKS <i>continued</i>.	
3aOP-5 Select and carry out activities without adult prompting	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • Baby's Berries • The Picnic • Squirrel's Sketches • Where's Papa?
APL3B: RISK-TAKING AND FLEXIBILITY: CHILDREN WILL DEMONSTRATE A WILLINGNESS TO TAKE RISKS AND TRY NEW THINGS.	
3bOP-1 Approach new experiences, topics, and ideas with interest	<ul style="list-style-type: none"> • Books: In the Rain; Moving Day; The Watermelon Seed; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall
3bOP-2 Express a belief that they can do things that are hard	<ul style="list-style-type: none"> • Books: My Super Sticky Sandwich; Play Ball; I Want to Be a Scientist Like Jane Goodall
3bOP-3 Try things they are not sure they can do while avoiding dangerous risks	<ul style="list-style-type: none"> • Perfect Present • Science Tools • Materials
3bOP-4 Take on new roles in a group setting	<p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • Role Play
SCIENCE EXPLORATION AND KNOWLEDGE (SEK)	
SEK 1: SCIENCE CONCEPTS	
SEK1A: SCIENTIFIC INQUIRY: CHILDREN WILL GAIN KNOWLEDGE THROUGH EXPLORATION AND DISCOVERY.	
1aOP-1 Use the five senses to collect information	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Science Investigation • Sight • Touch • Hearing • Taste • Smell
1aOP-2 Try new approaches when results differ from what is expected	<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 • Build Knowledge • Observe a Simple System • Science Tools
1aOP-3 Form conclusions based on observable actions or results	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System
1aOP-4 Predict outcomes based on cause and effect, "If I..., then I..."	<ul style="list-style-type: none"> • Songs: The Scientific Method; Gravity • Science Investigation

ALABAMA STANDARDS	WATERFORD RESOURCES
SEK1B: BIOLOGICAL SCIENCE: CHILDREN WILL DIFFERENTIATE BETWEEN LIVING AND NON-LIVING THINGS AND THEIR CHARACTERISTICS.	
1bOP-1 Describe differences between living and nonliving things	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving • Plants Need Water • Animals Need Water • Plants and Animals Need Air • Healthy Plants' Needs • Plants • Water
1bOP-2 Describe how living things interact with the environment and its conditions to survive	<ul style="list-style-type: none"> • Book: Where in the World Would You Go Today? • Deserts • Mountains • Oceans • Rainforests
1bOP-3 Describe the functions of body parts	<ul style="list-style-type: none"> • Body Parts • Part of the Face
1bOP-4 Describe the predictable patterns for life cycles of plants and animals	<ul style="list-style-type: none"> • Book: A Seed Grows • Amphibians
SEK1C: PHYSICAL SCIENCE: CHILDREN WILL DEMONSTRATE EMERGING UNDERSTANDING OF MATTER AND ENERGY.	
1cOP-1 Experiment with cars, balls, and other objects to determine which is faster	<ul style="list-style-type: none"> • Song: Push and Pull • Push and Pull
1cOP-2 Notice and explain changes in physical properties of objects as a result of outside influences	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like: A Book About Seasons • Spring • Summer • Fall • Winter
1cOP-3 Describe characteristics of solids and liquids	<ul style="list-style-type: none"> • Song: Solid or Liquid • States of Water • Solid and Liquid
1cOP-4 Investigate the properties of light and sound	<ul style="list-style-type: none"> • Books: My Family Campout; What Sounds Say; Movin' to the Music Time
SEK1D: EARTH AND SPACE SCIENCE: CHILDREN WILL DEMONSTRATE EMERGING UNDERSTANDING OF THE EARTH AND ATMOSPHERE.	
1dOP-1 Compare and contrast the properties of natural materials, soil and sand	<ul style="list-style-type: none"> • Materials • Rocks • Soil
1dOP-2 Describe the properties and changes of water	<ul style="list-style-type: none"> • Song: Solid or Liquid • States of Water • Solid and Liquid
1dOP-3 Explore the characteristics of the sun and shadows, moon, clouds and stars	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Book: Star Pictures • Sun • Moon • Constellations • Clouds

ALABAMA STANDARDS	WATERFORD RESOURCES
SEK1D: EARTH AND SPACE SCIENCE: CHILDREN WILL DEMONSTRATE EMERGING UNDERSTANDING OF THE EARTH AND ATMOSPHERE <i>continued.</i>	
1dOP-4 Explain how weather and its changes impact daily life	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That's What I Like: A Book About Seasons • Weather • Spring • Summer • Fall • Winter
1dOP-5 Describe the day and night cycle	<ul style="list-style-type: none"> • Sun • Moon • Constellation
SEK1E: ENVIRONMENT AND ECOLOGY: CHILDREN WILL DEMONSTRATE EMERGING UNDERSTANDING OF THEIR IMPACT ON TAKING CARE OF THE WORLD.	
1eOP-1 Describe how changes to the environment occur	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water
1eOP-2 Discuss how actions positively and negatively impact the environment	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water
1eOP-3 Demonstrate conservation as part of daily routines	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water
1eOP-4 Describe the features of habitats that species need for life	<ul style="list-style-type: none"> • Deserts • Mountains • Oceans • Rainforests
SEK 2: TECHNOLOGY	
SEK2A: USE OF TOOLS: CHILDREN WILL USE SIMPLE AND MORE COMPLEX TOOLS TO ACCOMPLISH A TASK.	
2aOP-1 Use or adapt appropriate tools and materials to create or solve problems	<ul style="list-style-type: none"> • Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright • Materials • Science Tools • Weather Tools
2aOP-2 Use technology tools to seek out information or an answer to a problem	<ul style="list-style-type: none"> • Science Tools • Science Investigation
2aOP-3 Explain the purposes of specific technology tools	<ul style="list-style-type: none"> • Science Tools • Weather Tools • Science Investigation
SEK2B: MEDIA LITERACY: CHILDREN WILL DEMONSTRATE AN UNDERSTANDING OF THE TYPES OF INFORMATION THEY ARE RECEIVING THROUGH MEDIA.	
2bOP-1 Differentiate between real or pretend objects or situations	<ul style="list-style-type: none"> • Real and Make-believe • Fantasy and Reality

ALABAMA STANDARDS	WATERFORD RESOURCES
SEK2B: MEDIA LITERACY: CHILDREN WILL DEMONSTRATE AN UNDERSTANDING OF THE TYPES OF INFORMATION THEY ARE RECEIVING THROUGH MEDIA <i>continued.</i>	
2bOP-2 Discuss if information is realistic or could actually happen	<ul style="list-style-type: none"> • Real and Make-believe • Fantasy and Reality
2bOP-3 Describe the specific uses for technology tools	<ul style="list-style-type: none"> • Science Tools • Science Investigation
2bOP-4 Identify differences between packaging and what's inside	<ul style="list-style-type: none"> • Party Time
2bOP-5 Discuss the ways one can find out more information	<ul style="list-style-type: none"> • Science Investigation
SEK2C: DIGITAL CITIZENSHIP: CHILDREN WILL DEMONSTRATE SAFE USE OF TECHNOLOGY.	
2cOP-1 Identify appropriate and inappropriate use of digital media	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
2cOP-2 Collaborate with others to create a product or investigate information	<ul style="list-style-type: none"> • Science Investigation
2cOP-3 Use technology terms such as mouse, keyboard, printer as part of daily conversation	Children receive instruction with technology terms as they interact with activities. Statements such as "using your mouse, move the cursor" and "enter your answer on your keyboard" become part of conversations.
SEK2D: COMPUTATIONAL THINKING: THE CHILD WILL USE EMERGING TECHNOLOGICAL SKILLS, CONCEPTS, AND BEHAVIORS TO SOLVE PROBLEMS OR COMPLETE PROJECTS.	
2dOP-1 Break down the steps of a problem or activity (Decomposition)	<ul style="list-style-type: none"> • Book: My Super Sticky Sandwich
2dOP-2 Extend and create design patterns (Pattern Recognition)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns: AB; ABC; ABB
2dOP-3 Attempt to solve a problem by working through the sequence of steps (Algorithms)	<ul style="list-style-type: none"> • Perfect Present
2dOP-4 Assist teacher in sorting needed and unneeded information	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
SEK 3: ENGINEERING PROCESSES	
SEK3: ENGINEERING PROCESSES: CHILDREN WILL USE EMERGING UNDERSTANDING OF DESIGN PROCESSES FOR PROBLEM SOLVING.	
3OP-1 Use unique materials to create a simple machine	<ul style="list-style-type: none"> • Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright
3OP-2 Follow a visual plan to create a structure	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
3OP-3 Create detailed observational drawings that represent objects	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
3OP-4 Follow directional cues to accomplish a task	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.

ALABAMA STANDARDS	WATERFORD RESOURCES
MATHEMATICAL THINKING (MAT)	
MAT 1: NUMBERS AND QUANTITY	
MAT1A: NUMBER RELATIONSHIPS: CHILDREN WILL UNDERSTAND THE CONCEPT OF NUMBERS, AND THE RELATIONSHIPS BETWEEN NUMBERS AND QUANTITIES.	
1aOP-1 Understand that written numerals represent quantities of objects (up to 10)	<ul style="list-style-type: none"> • Number Songs • Explain Numbers • Number Instruction • Number Practice • Math Books (See titles at end of document.)
1aOP-2 Compare groups of objects and tell which is same or different, more, less or fewer	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than • Make and Count Groups
1aOP-3 Subitize (immediately recognize without counting) five or more objects	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits
1aOP-4 Identify written numerals from zero (0) up to 10	<ul style="list-style-type: none"> • Number Songs • Number Instruction • Number Practice • Math Books (See titles at end of document.)
1aOP-5 Match numerals with the correct number of objects, with assistance	<ul style="list-style-type: none"> • Number Songs • Match Numbers • Make and Count Groups • Number Instruction • One-to-one Correspondence • Math Books (See titles at end of document.)
MAT1B: COUNTING AND NUMBER SENSE: CHILDREN WILL CONNECT NUMBER NAMES TO QUANTITIES.	
1bOP-1 Rote count up to 20 in sequence	<ul style="list-style-type: none"> • Books: Twenty Clay Children; Circus 20 • Counting Songs • Number 20 Counting • Number Instruction
1bOP-2 Count backwards from 10 to 0	<ul style="list-style-type: none"> • Song: Counting Backward • Book: A Space Adventure • Count Down
1bOP-3 Demonstrate one-to one correspondence when counting objects placed in a row (one to 15 and beyond)	<ul style="list-style-type: none"> • One-to-one Correspondence • Number Instruction
1bOP-4 Count out a specified number of objects up to 10	<ul style="list-style-type: none"> • Counting Songs • One-to-one Correspondence • Number Instruction • Make and Count Groups • Math Books (See titles at end of document.)

ALABAMA STANDARDS	WATERFORD RESOURCES
MAT1B: COUNTING AND NUMBER SENSE: CHILDREN WILL CONNECT NUMBER NAMES TO QUANTITIES <i>continued.</i>	
1bOP-5 Understand that the last number represents how many objects are in a group	<ul style="list-style-type: none"> • Counting Songs • Number Songs • Number Instruction • Match Numbers • Number Counting • Bug Bits • Make and Count Groups • Math Books (See titles at end of document.)
MAT 2: ALGEBRAIC THINKING	
MAT2A: OPERATIONS: CHILDREN WILL DEVELOP AN UNDERSTANDING OF PUTTING TOGETHER, ADDING TO, TAKING APART, AND TAKING FROM.	
2aOP-1 Use addition and subtraction concepts while playing with sets of objects (0-10)	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Act Out Addition • Subtract Groups • Act Out Subtraction
2aOP-2 Independently change size of sets by combining or taking away	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Act Out Addition • Subtract Groups • Act Out Subtraction
2aOP-3 Understand that each successive number name refers to a quantity that is one larger	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition • Make and Count Groups • Add Groups • Act Out Addition
MAT2B: SETS: CHILDREN WILL CLASSIFY AND ORGANIZE OBJECTS ACCORDING TO PROPERTIES AND ATTRIBUTES.	
2bOP-1 Match objects according to two or more attributes	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Match • Size
2bOP-2 Sort and place in a series objects according to more than attribute	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Order Size • Size
2bOP-3 Put up to 10 objects in order according to an attribute	<ul style="list-style-type: none"> • Book: Buttons, Buttons • Order Size

ALABAMA STANDARDS	WATERFORD RESOURCES
MAT2B: SETS: CHILDREN WILL CLASSIFY AND ORGANIZE OBJECTS ACCORDING TO PROPERTIES AND ATTRIBUTES <i>continued.</i>	
2bOP-4 Demonstrate knowledge that the same set can be sorted in different ways	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Order Size • Size
MAT2C: PATTERNS: CHILDREN WILL RECOGNIZE SIMPLE PATTERNS IN DAILY LIFE AND PLAY EXPERIENCES.	
2cOP-1 Identify differences in the daily schedule or routine	<ul style="list-style-type: none"> • Boo Hoo Baby • Find Me!
2cOP-2 Identify a pattern, and duplicate or extend	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns: AB; ABC; ABB
2cOP-3 Create a more complex pattern that includes different attributes	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns: AB; ABC; ABB
2cOP-4 Identify more complex ordinals, such as second, third, or next,	<ul style="list-style-type: none"> • Song: Monster Trucks • Book: The Circus Came to Town
MAT 3: SPATIAL REASONING AND GEOMETRY	
MAT3A: SPATIAL REASONING: CHILDREN WILL EXPLORE AND DESCRIBE THE SPATIAL RELATIONSHIPS BETWEEN OBJECTS, THEIR ENVIRONMENT, AND THEMSELVES.	
3aOP-1 Visualize a spatial transformation	<ul style="list-style-type: none"> • Song: Positioning
3aOP-2 Describe the way in which objects fit together or verbally share plans with how to fit objects together	<ul style="list-style-type: none"> • Geoboard • Tangrams <p>Resources:</p> <ul style="list-style-type: none"> • Shape Puzzle
3aOP-3 Move body in different ways independently or following directions in response to music or song	<ul style="list-style-type: none"> • Songs: Positioning; Head, Shoulders, Knees, and Toes
MAT3B: SHAPES: CHILDREN WILL EXPLORE, VISUALIZE, AND ANALYZE SHAPES AND SHAPE ATTRIBUTES.	
3bOP-1 Identify and classify 2-D and 3-D shapes by their attributes	<ul style="list-style-type: none"> • Books: The Shape of Things; Imagination Shapes • Songs: Kites; Shapes, Shapes, Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes
3bOP-2 Visualize shapes by description and find them in the environment	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes

ALABAMA STANDARDS	WATERFORD RESOURCES
MAT3B: SHAPES: CHILDREN WILL EXPLORE, VISUALIZE, AND ANALYZE SHAPES AND SHAPE ATTRIBUTES <i>continued</i>.	
3bOP-3 Complete complex shape puzzles	Resources: <ul style="list-style-type: none"> • Form Larger Shapes • Tangram Puzzles
MAT 4: MEASUREMENT AND DATA ANALYSIS	
MAT4A: MEASUREMENT AND TIME: CHILDREN WILL EXPLORE AND COMMUNICATE ABOUT DISTANCE, WEIGHT, LENGTH, HEIGHT, AND TIME.	
4aOP-1 Order objects in a series according to size	<ul style="list-style-type: none"> • Order Size
4aOP-2 Use a variety of techniques with standard and non-standard tools to measure and compare objects	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity
4aOP-3 Compare objects by two or more attributes	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than
4aOP-4 Show a beginning awareness of the concept of time as a sequence of events	<ul style="list-style-type: none"> • Books; I Can't Wait; Mr. Romano's Secret, A Time Story
4aOP-5 Use beginning skills of estimation in solving everyday measurement problems	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity
MAT4B: LOGICAL THINKING, REASONING, AND DATA ANALYSIS: CHILD USES LOGICAL THINKING AND REASONING TO SOLVE MEANINGFUL PROBLEMS AND INFORM DECISIONS.	
4bOP-1 Use trial and error to reach a solution to a problem	<ul style="list-style-type: none"> • Books: I Hate Peas; Rocks in My Socks; Play Ball
4bOP-2 Gather data to answer questions to problems	<ul style="list-style-type: none"> • Song: Graphing • Calendar/Graph Weather • Build Knowledge
4bOP-3 Make a prediction based on data	<ul style="list-style-type: none"> • Peek at the Story • What Comes Next? • Observe a Simple System
4bOP-4 Interpret a chart or graph to explain data findings	<ul style="list-style-type: none"> • Calendar/Graph Weather • Picture Graphs • Bar Graphs
LANGUAGE AND LITERACY (LLT)	
LLT 1: ORAL LANGUAGE	
LLT1A: RECEPTIVE LANGUAGE: CHILDREN WILL GAIN INFORMATION BY UNDERSTANDING THE MEANING OF WORDS AND GESTURES.	
1aOP-1 Understand and follow multi-step directions	While interacting with Waterford, children listen to and follow multi-step directions.
1aOP-2 Recall the events described in a story	<ul style="list-style-type: none"> • Sum Up; Remember Order • Sum Up; Five Ws • What Comes Next?
1aOP-3 Respond to questions and extend answer to convey new, but related, thought	<ul style="list-style-type: none"> • Connect to Me

ALABAMA STANDARDS	WATERFORD RESOURCES
LLT1A: RECEPTIVE LANGUAGE: CHILDREN WILL GAIN INFORMATION BY UNDERSTANDING THE MEANING OF WORDS AND GESTURES <i>continued</i>.	
1aOP-4 Attend to conversations and group discussions and respond on topic	Waterford's social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.
LLT1B: EXPRESSIVE LANGUAGE: CHILDREN WILL USE WORDS AND GESTURES TO EXPRESS THEIR THOUGHTS, FEELINGS AND NEEDS TO OTHERS.	
1bOP-1 Combine 5-8 words together into sentences	Waterford's social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.
1bOP-2 Engage in storytelling and pretend play, using oral language	Waterford contains many teacher materials that can be used to integrate speaking and listening into classroom activities.
1bOP-3 Answer questions with detailed and more abstract words and ideas	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.
1bOP-4 Use mostly grammatically complex sentence structures	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
1bOP-5 Have a vocabulary of over 1000 words	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.
1bOP-6 Ask specific questions to understand and solve problems.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
1bOP-7 Produce four to five word phrases using clear and understandable speech	Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly.
LLT1C: SOCIAL RULES OF LANGUAGE: CHILDREN WILL USE, ADAPT AND FOLLOW THE RULES OF LANGUAGE.	
1cOP-1 Listen and respond on topic with individuals and during group conversations	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
1cOP-2 Use language to communicate with others during familiar and unfamiliar social situations	Social-emotional videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
1cOP-3 Initiate conversations and stay on topic during at least 5 turn-taking exchanges	Social-emotional videos model conversations initiated by various characters that focus on a topic and include multiple exchanges.
1cOP-4 Demonstrate conversational rules of language	Social-emotional videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
LLT 2: EMERGENT READING	
LLT2A: COMPREHENSION: CHILDREN WILL DEMONSTRATE EMERGING UNDERSTANDING OF BOTH THE WRITTEN AND SPOKEN WORD.	
2aOP-1 Identify characters and setting in a story	<ul style="list-style-type: none"> • Describe Characters • Sum Up, Five Ws
2aOP-2 Use title, pictures and prior knowledge to predict story content	<ul style="list-style-type: none"> • Print Directionality Introduction • Picture Clues • Peek at the Story

ALABAMA STANDARDS	WATERFORD RESOURCES
LLT2A: COMPREHENSION: CHILDREN WILL DEMONSTRATE EMERGING UNDERSTANDING OF BOTH THE WRITTEN AND SPOKEN WORD <i>continued</i>.	
2aOP-3 Retell or act out a story in the correct sequence	<ul style="list-style-type: none"> • Five Ws: Remember Order • Picture Clues • What Comes Next?
2aOP-4 Make connections between stories and real-life experiences	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me
2aOP-5 Answer questions about the characters and events in a story	<ul style="list-style-type: none"> • Describe Characters • Sum Up, Five Ws
2aOP-6 Generalize idea to another situation	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me
LLT2B: PHONOLOGICAL AWARENESS: CHILDREN WILL BEGIN TO RECOGNIZE AND ASSOCIATE WORDS WITH SOUNDS IN SPOKEN LANGUAGE.	
2bOP-1 Identify whether or not two words start or end with the same sound	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Choose a Sound
2bOP-2 Produce rhyming words	<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.)
2bOP-3 Isolate and match the initial sounds in words with adult guidance	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound
2bOP-4 Segment words into syllables	<ul style="list-style-type: none"> • Syllables • Syllable Safari
2bOP-5 Identify words as separate units in a sentence	<ul style="list-style-type: none"> • Print Concepts • Print Directionality
2bOP-6 Blend sounds with adult guidance	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending • Blending Riddles • Blending Dragon • Blend Phonemes
LLT2C: ALPHABET KNOWLEDGE: CHILDREN WILL DEMONSTRATE AN EMERGING UNDERSTANDING THAT LETTERS AND LETTER SOUNDS REPRESENT THE SOUNDS OF SPOKEN LANGUAGE.	
2cOP-1 Recognize about half of the upper and lower case letters of the alphabet	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Print Concepts • Letter Pictures • Letter Trace (Letter Picture Writing) • Similarities and Differences in Letters • Name Game (What's Your Name?)

ALABAMA STANDARDS	WATERFORD RESOURCES
LLT2C: ALPHABET KNOWLEDGE: CHILDREN WILL DEMONSTRATE AN EMERGING UNDERSTANDING THAT LETTERS AND LETTER SOUNDS REPRESENT THE SOUNDS OF SPOKEN LANGUAGE <i>continued.</i>	
2cOP-2 Associate some letters of the alphabet with their specific sounds	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound
2cOP-3 Identify words that start with the same letter as their name	<ul style="list-style-type: none"> • Name Game (What's Your Name?) • Initial Sound • Letter Sound
2cOP-4 Visually discriminate letter shapes and formations	<ul style="list-style-type: none"> • Alphabet Introduction (Distinguish Letters) • Similarities and Differences in Letters • Letter Pictures • Letter Trace (Letter Picture Writing)
2cOP-5 Sort letters and find words that contain specified letters	<ul style="list-style-type: none"> • Alphabet Introduction (Distinguish Letters) • Similarities and Differences in Letters • Letter Pictures • Letter Trace (Letter Picture Writing)
LLT2D: PRINT AWARENESS AND BOOK HANDLING: CHILD WILL CONSTRUCT MEANING FROM AND APPRECIATION OF PRINT.	
2dOP-1 Select different kinds of literature	<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.)
2dOP-2 Show beginning understanding of word and sentence structure	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Look, Listen, and Match
2dOP-3 Hold book correctly and read from beginning to end	<p>Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality
2dOP-4 Read some environmental print	<ul style="list-style-type: none"> • Words in Your World <p>Resources:</p> <ul style="list-style-type: none"> • Enter and Exit Signs
2dOP-5 Track words from left to right, top to bottom, page to page	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.</p>
2dOP-6 Know that books have titles, authors and illustrators	<p>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.</p>

ALABAMA STANDARDS	WATERFORD RESOURCES
LLT 3: EMERGENT WRITING	
LLT3: EMERGENT WRITING: CHILDREN WILL DEMONSTRATE EMERGING UNDERSTANDING OF WRITING AS A WAY TO COMMUNICATE.	
3OP-1 Use a dominant hand for writing	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
3OP-2 Use writing for a variety of purposes	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.
3OP-3 Write some letters of the alphabet, including name	<ul style="list-style-type: none"> Letter Trace (Letter Picture Writing) Name Game (What's Your Name?)
3OP-4 Begin to use inventive spelling using a letter to represent a word	<ul style="list-style-type: none"> Letter Trace (Letter Picture Writing) Letter Sound
CREATIVE ARTS (CRA)	
CRA 1: VISUAL ARTS	
CRA1: VISUAL ARTS: CHILDREN WILL DEMONSTRATE AN EMERGING UNDERSTANDING AND ENJOYMENT OF THE USE OF VISUAL ARTS AS A FORM OF SELF-EXPRESSION.	
1OP-1 Use a variety of art materials to represent an idea, feeling, or object	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
1OP-2 Explore variations of the same color and other colors	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
1OP-3 Create an end product that integrates color, shape, texture and lines	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
1OP-4 Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
1OP-5 Discuss own artistic creations and those of others	<ul style="list-style-type: none"> Squirrel's Sketches Party Time!
1OP-6 Show appreciation for different art forms and the creative work of others	<ul style="list-style-type: none"> Squirrel's Sketches Mama's Melody Baby's Ballet
CRA 2: MUSIC	
CRA2: MUSIC: CHILDREN WILL DEMONSTRATE AN EMERGING UNDERSTANDING AND APPRECIATION OF MUSIC AS A FORM OF SELF-EXPRESSION.	
2OP-1 Describe differences in music types	<ul style="list-style-type: none"> Book: Movin' to the Music Time
2OP-2 Use musical instruments to make or replicate songs and sounds	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
2OP-3 Create and sing nonsense rhymes and songs	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
2OP-4 Replicate changes in tempo	<ul style="list-style-type: none"> Book: Movin' to the Music Time
2OP-5 Describe preferences for music types or instruments	<ul style="list-style-type: none"> Book: Movin' to the Music Time

ALABAMA STANDARDS	WATERFORD RESOURCES
CRA 3: MOVEMENT AND DANCE	
CRA3: MOVEMENT AND DANCE: CHILDREN WILL DEMONSTRATE GROWING INTEREST AND CONTROL IN USING RHYTHMIC MOVEMENTS FOR SELF-EXPRESSION.	
3OP-1 Use varied movement elements in response to music (high/low, fast/slow, up/down) etc.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Mama's Melody • Baby's Ballet <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
3OP-2 Use creative movement to express concepts or ideas	<ul style="list-style-type: none"> • Mama's Melody • Baby's Ballet <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
3OP-3 Follow choreographed movement sequences	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
3OP-4 Translate ideas into movement	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Mama's Melody • Baby's Ballet <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
3OP-5 Watch with enjoyment when others dance or move creatively	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
3OP-6 Attempt or participate in dances from around the world	<ul style="list-style-type: none"> • Sing Around the World Songs <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
CRA 4: DRAMA & ACTING	
CRA4: DRAMA & ACTING: CHILDREN WILL DEMONSTRATE AN EMERGING APPRECIATION FOR THE USE OF DRAMA FOR SELF-EXPRESSION.	
4OP-1 Use various facial expressions and voice inflections when playing a character	<ul style="list-style-type: none"> • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Emotion Cards • Guess How I'm Feeling
4OP-1 Participate in dramatic play activities to express ideas and feelings	<ul style="list-style-type: none"> • Pretend Play • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
4OP-1 Initiate role-playing experiences and playing with props and costumes	<ul style="list-style-type: none"> • Pretend Play • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
4OP-1 Demonstrate an interest in dramatizations of others through actions, stories, and puppetry	<ul style="list-style-type: none"> • Pretend Play • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play

ALABAMA STANDARDS	WATERFORD RESOURCES
PHYSICAL DEVELOPMENT AND HEALTH (PDH)	
PDH 1: MOTOR DEVELOPMENT	
PDH1A: GROSS MOTOR DEVELOPMENT: CHILDREN WILL DEMONSTRATE INCREASING BODY AWARENESS, CONTROL, STRENGTH AND COORDINATION OF LARGE MUSCLES.	
1aOP-1 Coordinate movements with accuracy such as throwing, catching or kicking a ball	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.
1aOP-2 Demonstrate stability in body movements by walking on balance beam, twisting and turning, curling and stretching	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.
1aOP-3 Show increasing levels of proficiency in traveling or movement skills: walking, climbing, running, jumping, hopping, skipping, marching, and galloping	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.
1aOP-4 Move with an awareness of personal space	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.
PDH1B: FINE MOTOR DEVELOPMENT: CHILDREN WILL DEMONSTRATE INCREASING STRENGTH, CONTROL AND COORDINATION OF THEIR SMALL MUSCLES.	
1bOP-1 Use precise control to accomplish tasks such as fastening clothes or pouring liquid from one container to another	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
1bOP-2 Show increasing coordination and control of tools that require strength and dexterity such as hole punch or stapler	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
1bOP-3 Build structures with small blocks or fit small objects into small holes	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
PDH 2: HEALTHY LIVING	
PDH2A: HEALTHY HABITS: CHILDREN WILL SHOW INCREASING INDEPENDENCE IN PERFORMING SELF CARE TASKS.	
2aOP-1 Wash hands and face and toothbrushes independently	<ul style="list-style-type: none"> • Song: Health <p>Resources:</p> <ul style="list-style-type: none"> • Dental Chart • Monkey Mouth • Hand Washing Rebus
2aOP-2 Complete toileting independently	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
2aOP-3 Independently dress and undress self	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
2aOP-4 Engage in physical activities of increasing levels of intensity for sustained periods of time	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest

ALABAMA STANDARDS	WATERFORD RESOURCES
PDH2A: HEALTHY HABITS: CHILDREN WILL SHOW INCREASING INDEPENDENCE IN PERFORMING SELF CARE TASKS <i>continued.</i>	
2aOP-5 Open food items independently; cut with plastic knife	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
2aOP-6 Classify foods by their food groups	<ul style="list-style-type: none"> • Song: Health • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate
PDH2B: SAFETY: CHILDREN WILL DEMONSTRATE INCREASING AWARENESS OF SAFE HABITS, SAFETY RULES AND PERSONAL SAFETY.	
2bOP-1 Avoid and alert others to danger, such as keeping a safe distance from swings	<ul style="list-style-type: none"> • Songs: Storms; Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness • Germs
2bOP2 Articulate basic safety rules and explain why they are necessary	<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
2bOP-3 Explain how others help keep us safe	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
2bOP-4 Explain what to do if someone attempts to touch private body parts	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
2bOP-5 Recognize signs and symbols that indicate danger	<ul style="list-style-type: none"> • Words in Your World <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Enter and Exit Signs



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



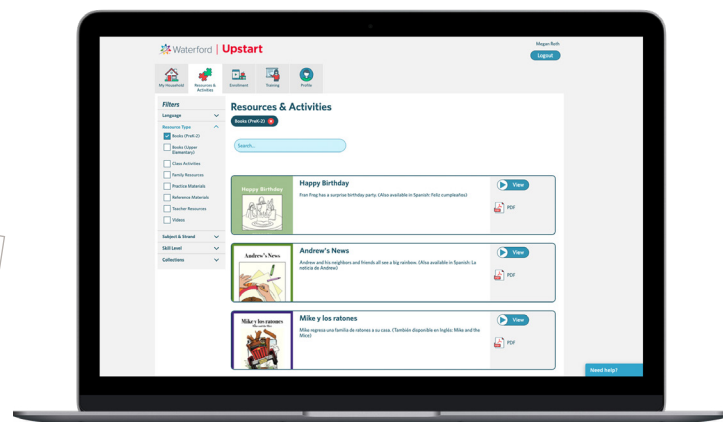
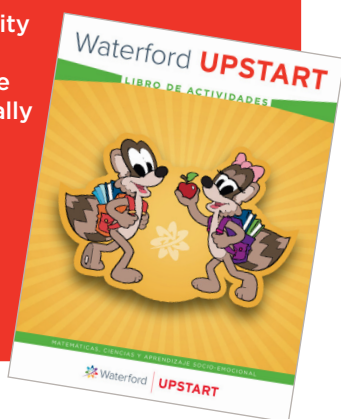
FAMILY ENGAGEMENT

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](https://upstart.waterford.org/) 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.