

# CURRICULUM

## *Correlation*

*Waterford  
Upstart*

**98%**

*Alaska Early  
Learning  
Guidelines 2020*

# TABLE OF CONTENTS

## DOMAIN 1: PHYSICAL WELLBEING, HEALTH, AND MOTOR DEVELOPMENT . . . . . 1

Goal 1: Children engage in a variety of physical activities . . . . .	1
Goal 2: Children demonstrate strength and coordination of gross motor skills . . . . .	1
Goal 3: Children demonstrate stamina in daily activities . . . . .	2
Goal 4: Children demonstrate strength and coordination of fine motor skills . . . . .	3
Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (sensory motor skills) . . . .	4
Goal 6: Children practice health skills and routines . . . . .	4
Goal 7: Children eat a variety of nutritious foods . . .	6
Goal 8: Children are kept safe, and learn safety rules . . . . .	6

## DOMAIN 2: SOCIAL AND EMOTIONAL DEVELOPMENT . 7

Goal 9: Children develop positive relationships with adults . . . . .	7
Goal 10: Children develop positive relationships with other children . . . . .	7
Goal 11: Children demonstrate awareness of behavior and its effects . . . . .	9
Goal 12: Children participate positively in group activities . . . . .	9
Goal 13: Children adapt to diverse settings . . . . .	10
Goal 14: Children demonstrate empathy for others . . .	10
Goal 15: Children recognize, appreciate, and respect similarities and differences in people . . . . .	11
Goal 16: Children show awareness of their unique self . . . . .	11
Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment . . . . .	13
Goal 18: Children understand and follow rules and routines . . . . .	13
Goal 19: Children regulate their feelings and impulses . . . . .	14
Goal 20: Children express appropriately a range of emotions . . . . .	15
Goal 21: Children demonstrate awareness of family characteristics and functions . . . . .	15
Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles . . . . .	16
Goal 23: Children demonstrate civic responsibility . . . . .	16
Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures . . . .	16

## DOMAIN 3: APPROACHES TO LEARNING . . . . . 17

Goal 25: Children show curiosity and interest in learning . . . . .	17
Goal 26: Children persist when facing challenges . . .	18
Goal 27: Children demonstrate initiative . . . . .	19
Goal 28: Children approach daily activities with creativity and Imagination . . . . .	19
Goal 29: Children learn through play and exploration . . . . .	20

## DOMAIN 4: COGNITION AND GENERAL KNOWLEDGE 21

Goal 30: Children gain reasoning and critical thinking . . . . .	21
Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges . . . . .	21
Goal 32: Children use symbols to represent objects . . . . .	22
Goal 33: Children can distinguish between fantasy and reality . . . . .	22
Goal 34: Children demonstrate knowledge of numbers and counting . . . . .	22
Goal 35: Children demonstrate some knowledge of measurement: size, volume, height, weight and length . . . . .	24
Goal 36: Children sort, classify, and organize objects . . . . .	25
Goal 37: Children collect information through observation and manipulation . . . . .	27
Goal 38: Children make predictions and experiment . . . . .	27
Goal 39: Children observe and describe the natural world . . . . .	27
Goal 40: Children differentiate between events that happen in the past, present, and future . . . . .	29
Goal 41: Children demonstrate awareness of location and spatial relationships . . . . .	29
Goal 42: Children demonstrate knowledge of the relationship among people, places and geography . . . . .	30
Goal 43: Children demonstrate awareness of economic concepts . . . . .	30
Goal 44: Children demonstrate awareness of the relationship between humans and the environment . . . . .	31
Goal 45: Children use technology appropriately . . .	31
Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel . . .	32
Goal 47: Children demonstrate understanding and appreciation of creative art . . . . .	33

# TABLE OF CONTENTS

**DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY.....33**

- Goal 48: Children demonstrate understanding of social communication ..... 33
- Goal 49: Children listen and understand communication (receptive language) ..... 35
- Goal 50: Children communicate their thoughts, feelings, and ideas with others (expressive language)..... 36
- Goal 51: Children demonstrate appreciation and enjoyment of reading ..... 37
- Goal 52: Children use writing for a variety of purposes .....41

**WATERFORD BOOKS AND RELATED ACTIVITIES ....43**

**WATERFORD FAMILY ENGAGEMENT RESOURCES ...46**

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>DOMAIN 1: PHYSICAL WELLBEING, HEALTH, AND MOTOR DEVELOPMENT</b>	
<b>GOAL 1: CHILDREN ENGAGE IN A VARIETY OF PHYSICAL ACTIVITIES</b>	
Enthusiastically participate in different full body physical activities (walking, climbing, playing in snow, throwing, dancing, digging, bouncing, swimming).	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
Incorporate various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).	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.
Play actively with other children.	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Good Playing Rules</li> </ul>
Spend most of the day moving and choosing activities and playmates	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.
Regularly participate in physical activity (walks, dances, plays organized or informal sports).	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.
Help with physical chores (shoveling snow, sweeping the floor, carrying laundry, putting away toys).	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.
Participate in cooperative games with peers.	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Good Playing Rules</li> </ul>
Work on physical challenges such as climbing rocks, hills and trees, rolling, jumping, throwing, digging, shoveling	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>GOAL 2: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF GROSS MOTOR SKILLS</b>	
Walk and run in circular paths (around obstacles and corners).	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.
Crawl through a play tunnel or under tables.	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.
Climb on play 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.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 2: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF GROSS MOTOR SKILLS</b> <i>continued</i>	
Throw beanbags or large lightweight ball with progressively more accuracy.	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.
Catches large balls with two hands, with progressively more skill for smaller balls.	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.
Kick ball forward.	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.
Balance 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.
Hop forward on one foot without losing balance.	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.
Jump on two feet and over small objects with balance and control.	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.
Gallop comfortably	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.
Pedal steadily when riding tricycle.	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.
Walk up and down stairs, using alternating feet, with less and less assistance.	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.
Jump sideways.	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>GOAL 3: CHILDREN DEMONSTRATE STAMINA IN DAILY ACTIVITIES</b>	
Carry light objects, bags, or backpack for a short distance.	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.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 3: CHILDREN DEMONSTRATE STAMINA IN DAILY ACTIVITIES</b> <i>continued</i>	
Repetitively practice new skills.	<b>Resources:</b> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>
Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games).	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>
Follow along with guided movement activities, such a music and movement or child yoga/Zumba.	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>Book: Movin' to the Music Time</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Yoga Booklet</li> </ul>
Ride a trike by pedaling for extended periods of time and distance.	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.
Run 50 to 75 yards without stopping.	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.
Engage in physical activities for at least one hour throughout each day	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>
Complete extended activities such as short hikes or bike rides with supportive adults.	<b>Resources:</b> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Child</li> </ul>
Initiate physical activities (movement games with other children, dancing to music).	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Exercise and Rest</li> </ul>
Pump on a swing for several minutes.	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.
Skip for 2 minutes.	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.
Jump and hop with increasing persistence.	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>GOAL 4: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF FINE MOTOR SKILLS</b>	
Eat with utensils.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Use various drawing and art materials (markers, pencils, crayons, small brushes, finger paint).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Copy shapes and geometric designs.	Dots, Lines, and Circles

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 4: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF FINE MOTOR SKILLS</b> <i>continued</i>	
Open and closes blunt scissors with one hand.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Cut paper on a straight line and on a curve but without precision.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Manipulate small objects with ease (strings beads, fits small objects into holes).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Fasten large buttons.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Use large zippers.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Increase strength in fingers with age, progressing to using a stapler or hole punch.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Fit complex puzzles together (single, cut-out figures to 10-15 piece jigsaw puzzles).	<ul style="list-style-type: none"> <li>Puzzle Game</li> </ul>
Write some recognizable letters or numbers.	<ul style="list-style-type: none"> <li>Letter Trace (Letter Picture Writing)</li> <li>Number Instruction</li> </ul>
<b>GOAL 5: CHILDREN USE THEIR SENSES OF SIGHT, HEARING, SMELL, TASTE AND TOUCH TO GUIDE AND INTEGRATE THEIR LEARNING AND INTERACTIONS (SENSORY MOTOR SKILLS)</b>	
Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles).	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.
Demonstrate concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>
Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.	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.
Move their body in response to sound, marching or dancing with rhythm.	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>Book: Movin' to the Music Time</li> </ul>
Explore new foods through sight, smell and touch, eventually tasting.	<ul style="list-style-type: none"> <li>Song: Five Senses</li> <li>Sight</li> <li>Hearing</li> <li>Touch</li> <li>Taste</li> <li>Smell</li> </ul>
Enjoy watching their own image in photo albums, videos and their motions in the mirror.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
<b>GOAL 6: CHILDREN PRACTICE HEALTH SKILLS AND ROUTINES</b>	
Use tissue to wipe own nose and throws tissue in wastebaskets.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 6: CHILDREN PRACTICE HEALTH SKILLS AND ROUTINES</b> <i>continued</i>	
Take care of own toileting needs.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
Wash and dry hands before eating and after toileting, without assistance.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> </ul>
Cooperate and assist caregiver with tooth brushing.	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Dental Chart</li> <li>• Monkey Mouth</li> </ul>
Identify health products (shampoo, toothpaste, soap).	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
Cover mouth when coughing.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> </ul>
Recognize and communicate when experiencing symptoms of illness.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul>
Feed self with fork and spoon, without assistance	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Clean up spills.	<ul style="list-style-type: none"> <li>• Book: Animals in the House</li> </ul>
Get a drink of water without assistance.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
Dress and undress with minimal help.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
Choose own clothes to wear, when asked.	<ul style="list-style-type: none"> <li>• Book: Whatever the Weather</li> </ul>
Put shoes on, without assistance.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals)	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> </ul>
Choose to rest when he/she is tired.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Exercise and Rest</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Booklet</li> </ul>
Participate in helping younger siblings with personal care routines.	<ul style="list-style-type: none"> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>
Get own snack out of the cabinet.	<ul style="list-style-type: none"> <li>• Book: My Super Sticky Sandwich</li> </ul>
Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process.	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Dental Chart</li> <li>• Monkey Mouth</li> </ul>
Wash face, without assistance.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 6: CHILDREN PRACTICE HEALTH SKILLS AND ROUTINES <i>continued</i></b>	
Cover mouth and nose when coughing and sneezing with elbow or tissue.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> </ul>
Use fork, spoon, and (sometimes) a blunt table knife.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Pour milk or juice easily and with minimal spills.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Dress and undresses in easy pull-on clothes, without assistance.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
Brush and comb hair, with assistance.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
Help select clothes appropriate for the weather	<ul style="list-style-type: none"> <li>• Book: Whatever the Weather</li> </ul>
<b>GOAL 7: CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS</b>	
Participate in preparing nutritious snacks and meals.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
Choose to eat foods that are healthy for the body, with assistance.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures</li> </ul>
Pass food at the table and take appropriate sized portions, or other culturally-specific family serving style.	<ul style="list-style-type: none"> <li>• Book: Tortillas, Tortillas</li> </ul>
Be able to explain the primary function of certain foods (milk helps build strong bones).	<ul style="list-style-type: none"> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures</li> </ul>
Recognize foods from different food groups, with assistance.	<ul style="list-style-type: none"> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures</li> </ul>
Provide simple explanations for own and others' food allergies.	
<b>GOAL 8: CHILDREN ARE KEPT SAFE, AND LEARN SAFETY RULES</b>	
Tell peers and adults when they see dangerous behaviors (throwing rocks on the playground).	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
Use and ask to use helmets when riding on movable toys	
Carry scissors and pencils with points down to avoid accidents.	
Begin to look both ways before crossing street or road, and know to cross with adult assistance.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 8: CHILDREN ARE KEPT SAFE, AND LEARN SAFETY RULES</b> <i>continued</i>	
Recognize danger and poison symbols and avoid those objects or areas.	<ul style="list-style-type: none"> <li>Words In Your World</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> </ul>
Know to not touch or take medicine without adult assistance, but knows that medicine can improve health when used properly	
Understand the difference between “safe touch” and “unsafe touch”	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Follow emergency drill instruction (fire, earthquake, tsunami)	<b>Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> </ul>
Begin to try to help getting buckled into car seat.	
Know not to accept rides, food, or money from strangers	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
<b>DOMAIN 2: SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>GOAL 9: CHILDREN DEVELOP POSITIVE RELATIONSHIPS WITH ADULTS</b>	
Separate from primary caregiver with help from familiar adult (consistent adult is at the door with a smile and a high five).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Express affection for significant adult (“I love you.”).	<ul style="list-style-type: none"> <li>Come Inside</li> <li>My Family</li> </ul>
Use familiar adults when engaging new adults (Stays close to mom and makes minimal eye contact with new adult).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
<b>GOAL 10: CHILDREN DEVELOP POSITIVE RELATIONSHIPS WITH OTHER CHILDREN</b>	
Separate willingly from adults to play with other children.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Make and maintains a positive relationship with at least one child (develops friendships).	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot’s Basket</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Friends Pictures</li> <li>How to Listen Like a Friend</li> <li>This Belongs to a Friend</li> </ul>
Initiate or enters play, with more than one child, shows flexibility in roles (cooperative play).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Participate in simple sequences of pretend play (“It’s time to feed the baby, I will get the bottle, you change her diaper.”).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>
Attempt to solve social problems, with assistance (asks for a timer, offers to trade, says “When I’m done YOU CAN have it.”).	<ul style="list-style-type: none"> <li>Songs: Pollution Rap; Conservation</li> <li>Pollution and Recycling</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 10: CHILDREN DEVELOP POSITIVE RELATIONSHIPS WITH OTHER CHILDREN <i>continued</i></b>	
Use mostly words and some gestures to communicate (“Do you want to play with me?”).	<ul style="list-style-type: none"> <li>Books: Noise? What Noise?; David Next Door</li> </ul>
Interact with other children positively (“I want to be the dad, who do you want to be?”).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>
Share materials and toys, with assistance (“That is mine.” Adult: “You left it here and Carmen saw it.”). Helps other children and follows suggestions given by another child (“I’ll help you clean up.” “Ok, you do the blocks.”).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Have positive relationships in different settings (child has friends at school and church).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Maintain positive relationships with multiple children.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot’s Basket</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Friends Pictures</li> <li>How to Listen Like a Friend</li> <li>This Belongs to a Friend</li> </ul>
Show understanding of another child’s feelings and attempts to comfort them (child falls and is crying, another child goes to see if they are ok).	<ul style="list-style-type: none"> <li>Book: David Next Door</li> <li>Boo Hoo Baby</li> <li>Baby’s Ball</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Emotion Cards</li> <li>Feelings Poster</li> <li>Guess How I’m Feeling</li> </ul>
Attempt to solve problems, seeks adult assistance (“Can we take turns?”).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Share materials and toys with other children.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Initiate more complex cooperative play, with three or more children, for extended periods of time.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Play games with rules, with assistance (adult teaches a simple board game and then children play).	<b>Resources:</b> <ul style="list-style-type: none"> <li>Guess My Rule</li> </ul>
Play different roles and makes plans with children (leader, follower, dad, baby)	<b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>Please and Thank You</li> <li>What Would You Do?</li> <li>This Belongs to a Friend</li> </ul>
Complete projects with other children (children make a fort with sheets. The fort changes often.).	<ul style="list-style-type: none"> <li>Book: Painting By Number</li> </ul>
Use multiple strategies to solve problems (attempts to communicate and then seeks assistance).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Demonstrate understanding of others’ intentions or motives (“You wanted my toy because yours broke.”).	<ul style="list-style-type: none"> <li>Books: Anansi and the Seven Yam Hills; Frank’s Pranks</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 11: CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS</b>	
Show empathy for physically hurt or emotionally upset child.	<ul style="list-style-type: none"> <li>• Book: David Next Door</li> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> </ul>
Describe other children's positive, thoughtful, kind behaviors.	<ul style="list-style-type: none"> <li>• Books: In the Rain; Moving Day; Seeing Fingers; David Next Door; Duc Tho Le's Birthday Present</li> </ul>
Demonstrate understanding of the consequences of own actions on others. ("I gave him the block and he is playing with it now.").	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Broken Lamp</li> <li>• Baby's Ball</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> <li>• What Would You Do?</li> </ul>
Ask "why" questions about behavior he/she sees.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Ask a Question</li> </ul>
Take turns and share with peers, with assistance. Practice empathetic, caring behavior so others respond positively.	<ul style="list-style-type: none"> <li>• Book: David Next Door</li> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> </ul>
Describe how own actions make others feel and behave.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Broken Lamp</li> <li>• Baby's Ball</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> <li>• What Would You Do?</li> </ul>
Explain his/her response to others' actions and feelings ("I gave him a hug because he was sad.")	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> </ul>
Cooperate with peers to complete a project with little conflict.	<ul style="list-style-type: none"> <li>• Marmot's Basket</li> </ul>
Guess how own and others' behavior will influence responses	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Broken Lamp</li> <li>• Baby's Ball</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> <li>• What Would You Do?</li> </ul>
<b>GOAL 12: CHILDREN PARTICIPATE POSITIVELY IN GROUP ACTIVITIES</b>	
Seek out other children to play with.	<ul style="list-style-type: none"> <li>• Books: Play Ball; Duc Tho Le's Birthday Present</li> </ul>
Notice and comment on who is absent from group settings.	
Identify self as a member of a group (family, culture, school).	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Tortillas, Tortillas; Play Ball; I Can't Wait; Andrew's News; Animals in the House</li> <li>• My Name Is Squirrel</li> <li>• My Family</li> <li>• Clubhouse</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 12: CHILDREN PARTICIPATE POSITIVELY IN GROUP ACTIVITIES <i>continued</i></b>	
Use play to explore, practice and understand social roles.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Friends Pictures</li> <li>• How to Listen Like a Friend</li> <li>• This Belongs to a Friend</li> </ul>
Join a group of other children playing, with adult encouragement	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Good Playing Rules</li> </ul>
<b>GOAL 13: CHILDREN ADAPT TO DIVERSE SETTINGS</b>	
Explore objects and materials and interact with others in a variety of group settings.	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Magnets</li> <li>• Science Investigation</li> </ul>
Make smooth transitions from one activity/ setting to the next during the day, with guidance	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Perfect Present</li> </ul>
Adjust behavior to different settings. Express anticipation of special events in different settings.	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."
Adjust to a variety of settings throughout the day.	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."
Anticipate diverse settings and what will be needed in them, with assistance ("We are going to the library, so I will need the books.").	<ul style="list-style-type: none"> <li>• Books: My Family Campout; Whatever the Weather</li> <li>• Soup's On!</li> <li>• Perfect Present</li> <li>• Party Time</li> </ul>
<b>GOAL 14: CHILDREN DEMONSTRATE EMPATHY FOR OTHERS</b>	
Notice and show concern for another child's feelings.	<ul style="list-style-type: none"> <li>• Book: David Next Door</li> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> </ul>
Adopt a variety of roles and feelings during pretend play.	<ul style="list-style-type: none"> <li>• Books: Ooey, Goopy Mud; I Hate Peas; Lumpy Mush</li> <li>• Find Me!</li> <li>• Where's Papa?</li> <li>• Boo Hoo Baby</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
Care for and doesn't destroy plants, flowers and other living things with guidance.	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Plants; Water; Food From Plants</li> <li>• Books: A Seed Grows; Mela's Water Pot; Everybody Needs to Eat</li> <li>• Plants Need Water</li> <li>• Animals Need Water</li> <li>• Plants and Animals Need Air</li> <li>• Healthy Plants' Needs</li> <li>• Plants</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 14: CHILDREN DEMONSTRATE EMPATHY FOR OTHERS <i>continued</i></b>	
Act kindly and gently with safe, child-friendly animals. Describe how another child feels (“I think her feelings are hurt because I was picked to help rake leaves.”).	<ul style="list-style-type: none"> <li>• Build Knowledge: Mine</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Emotion Cards</li> </ul>
Comfort family members or friends who are not feeling well or are upset.	<ul style="list-style-type: none"> <li>• Books: Photos For Phil; David Next Door</li> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> <li>• Musical Mayhem</li> </ul>
Express excitement about special events and accomplishments of others.	<ul style="list-style-type: none"> <li>• Book: I Can’t Wait</li> <li>• Squirrel’s Sketches</li> <li>• Party Time</li> </ul>
Be able to adjust plans in response to injured peer or animal (“I know we can’t go to the gym today because David hurt his leg.”).	<ul style="list-style-type: none"> <li>• Books: Photos For Phil; Whatever the Weather</li> </ul>
<b>GOAL 15: CHILDREN RECOGNIZE, APPRECIATE, AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE</b>	
Identify gender and other basic similarities and differences between self and others.	<ul style="list-style-type: none"> <li>• Books: Mine; Grandpa’s Great Athlete; I Hate Peas; Ooey, Gooley Mud; José Three; Play Ball</li> </ul>
Compare similarities or differences of others (hair color, skin color).	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Play Ball</li> </ul>
Develop awareness, knowledge and appreciation of own gender and cultural identity	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Play Ball</li> </ul>
Begin to include other children in her/his activities who are of a different gender, ethnic background, who speak other languages, or have special needs.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Ask questions about others’ families, language, ethnicity, cultural heritage, physical characteristics. Shows concern about fairness within peer group.	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.
Recognize others’ abilities in certain areas (Maria is a fast runner).	<ul style="list-style-type: none"> <li>• Book: Play Ball</li> </ul>
Name and accept differences and similarities in preferences (food likes/dislikes and favorite play).	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Lumpy Mush; Ooey, Gooley Mud; Bad News Shoes; Play Ball</li> </ul>
Notice that children might use different words for the same object.	<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>
Explore a situation from another’s perspective	<ul style="list-style-type: none"> <li>• Books: Elephant Upstairs; Animals in the House; I Met a Monster; What if You Were an Octopus?</li> <li>• Noisy Children</li> </ul>
<b>GOAL 16: CHILDREN SHOW AWARENESS OF THEIR UNIQUE SELF</b>	
Describe self as a person with a mind, a body, and feelings.	<ul style="list-style-type: none"> <li>• Books: Mine; Grandpa’s Great Athlete</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> </ul>
Refer to self by first and last name and use appropriate pronouns (I, me) rather than referring to self in third person.	<ul style="list-style-type: none"> <li>• Song: Pronouns</li> <li>• My Name Is Squirrel</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 16: CHILDREN SHOW AWARENESS OF THEIR UNIQUE SELF <i>continued</i></b>	
Choose individual activities (doing puzzles, painting).	<ul style="list-style-type: none"> <li>Puzzle Game</li> </ul>
Participate in pretend play, assuming different roles.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>Please and Thank You</li> <li>What Would You Do?</li> <li>This Belongs to a Friend</li> </ul>
Describe family members and begin to understand their relationship to one another.	<ul style="list-style-type: none"> <li>Books; Mine; José Three; Grandpa's Great Athlete</li> <li>Come Inside</li> <li>My Family</li> </ul>
Show awareness of own thoughts, feelings, and preferences.	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa's Great Athlete; I Hate Peas; Ooey, Gooley Mud; Lumpy Mush; José Three; Play Ball; Movin to the Music Time</li> </ul>
Describe own basic physical characteristics.	<ul style="list-style-type: none"> <li>Book: Mine</li> </ul>
Try to get his/her way and express clear preferences.	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Bad News Shoes; Ooey, Gooley Mud; Lumpy Mush; Play Ball</li> </ul>
Test abilities through trial and error.	<ul style="list-style-type: none"> <li>Books: My Super Sticky Sandwich; My Reptile Hospital; I Hate Peas</li> </ul>
Test limits set by caregiver.	<ul style="list-style-type: none"> <li>Book: Bad News Shoes</li> <li>Noisy Children</li> </ul>
Develop awareness, knowledge, and appreciation of own gender and cultural identity.	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa's Great Athlete; José Three; Play Ball</li> </ul>
Identify feelings, likes and dislikes, and begin to be able to explain why he/she has them.	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa's Great Athlete; I Hate Peas; Ooey, Gooley Mud; Lumpy Mush; José Three; Play Ball; Bad News Shoes</li> </ul>
Share information about self with others.	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa's Great Athlete; I Hate Peas; Ooey, Gooley Mud; Lumpy Mush; José Three; Play Ball; Bad News Shoes</li> </ul>
Know some important personal information (family's name, street name).	<b>Resources:</b> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Child</li> </ul>
Play alone and with others, and enjoy him or herself.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul>
Accept responsibilities and follow through on (helps with chores).	<ul style="list-style-type: none"> <li>Books: José Three; Mela's Water Pot</li> <li>Do I Have To?</li> <li>The Picnic</li> <li>Dinner Time</li> </ul>
Request quiet time and space.	<ul style="list-style-type: none"> <li>Book: The Quiet Book</li> <li>Noisy Children</li> </ul>
Describe self, using several physical and behavioral characteristics ("I am tall and I can reach up high.").	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa's Great Athlete; I Hate Peas; Ooey, Gooley Mud; José Three; Play Ball</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 16: CHILDREN SHOW AWARENESS OF THEIR UNIQUE SELF <i>continued</i></b>	
Describe own skills and abilities in certain areas (“I like to paint.”).	<ul style="list-style-type: none"> <li>Book: Grandpa’s Great Athlete</li> <li>Squirrel’s Sketches</li> </ul>
Suggest games and activities that demonstrate own preferences and abilities (sets up a game of catch).	<ul style="list-style-type: none"> <li>Book: Play Ball</li> </ul>
Notice different preferences between self and others (“I like to play with dolls and she likes to play with toy animals.”).	<ul style="list-style-type: none"> <li>Book: The City Mouse and the Country Mouse</li> </ul>
<b>GOAL 17: CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES TO CONTROL MOTIVATION, BEHAVIOR AND SOCIAL ENVIRONMENT</b>	
Express delight with mastery of a skill (“I did it myself.”).	<ul style="list-style-type: none"> <li>Squirrel’s Sketches</li> </ul>
Ask others to view own creations (“Look at my picture.”)	<ul style="list-style-type: none"> <li>Squirrel’s Sketches</li> <li>Mama’s Melody</li> </ul>
Demonstrate confidence in own abilities (“I can climb to the top of the big slide!”).	<ul style="list-style-type: none"> <li>Books: Grandpa’s Great Athlete; José Three; Play Ball</li> </ul>
Express own ideas and opinions.	<ul style="list-style-type: none"> <li>Books: Mine; Grandpa’s Great Athlete; I Hate Peas; Ooey, Goey Mud; José Three; Play Ball</li> </ul>
Enjoy process of creating.	<ul style="list-style-type: none"> <li>Books: Navajo Beads; Treasures From the Loom; Birds at My House</li> </ul>
Take on new tasks and improve skills with practice (catching a ball).	<ul style="list-style-type: none"> <li>Book: Play Ball</li> </ul>
Express delight over a successful project and want others to like it too.	<ul style="list-style-type: none"> <li>Books: Treasures From the Loom; Birds at My House</li> </ul>
Start a task and work on it until finished.	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest.
<b>GOAL 18: CHILDREN UNDERSTAND AND FOLLOW RULES AND ROUTINES</b>	
Participate easily in routine activities (meal time, snack time, bedtime).	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.
Follow simple rules without reminders (handles toys with care)	<b>Resources:</b> <ul style="list-style-type: none"> <li>Good Playing Rules</li> <li>Listening Rug Rules</li> </ul>
Demonstrate increasing ability to use materials purposefully, safely, and respectfully.	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.
Adapt to changes in daily schedule.	<ul style="list-style-type: none"> <li>Soup’s On!</li> </ul>
Predict what comes next in the day, when there is an established and consistent schedule.	<ul style="list-style-type: none"> <li>Book: Marty’s Mixed-up Mom</li> <li>Soup’s On!</li> <li>Squirrel’s Sketches</li> </ul>
Manage transitions and adapt to changes in schedules and routines with adult support.	<ul style="list-style-type: none"> <li>Book: Photos for Phil</li> <li>Soup’s On!</li> </ul>
Engage in and complete simple routines without assistance (puts coat on to go outside to play).	<ul style="list-style-type: none"> <li>Book: Whatever the Weather</li> </ul>



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 18: CHILDREN UNDERSTAND AND FOLLOW RULES AND ROUTINES <i>continued</i></b>	
Follow rules in different settings (lower voice when enters library).	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.
Explain simple family or classroom rules to others.	<ul style="list-style-type: none"> <li>• Clubhouse</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>
Manage transitions and adapt to changes in schedules and routines independently.	<ul style="list-style-type: none"> <li>• Book: Photos for Phil</li> <li>• Soup's On!</li> </ul>
<b>GOAL 19: CHILDREN REGULATE THEIR FEELINGS AND IMPULSES</b>	
Express strong emotions constructively, at times with assistance.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> <li>• Papa's Thumb</li> </ul>
Recognize own feelings and desire to control self, with assistance.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> <li>• Papa's Thumb</li> </ul>
Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset).	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."
Wait for turn and sometimes show patience during group activities	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Stick with difficult tasks without becoming overly frustrated.	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.
Express self in safe and appropriate ways (express anger or sadness without fights.)	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> <li>• Papa's Thumb</li> </ul>
Show ability to control destructive impulses, with guidance.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> <li>• Papa's Thumb</li> </ul>
Seek peaceful resolution to conflict.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Stop and listen to instructions before jumping into activity, with guidance.	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 20: CHILDREN EXPRESS APPROPRIATELY A RANGE OF EMOTIONS</b>	
Name and talk about own emotions.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Emotion Cards</li> </ul>
Use pretend play to understand and respond to emotions.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Emotion Cards</li> <li>• Role Play</li> </ul>
Associate emotions with words and facial expressions.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Emotion Cards</li> </ul>
Express a broad range of emotions across settings, during play and interactions with peers and adults.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Emotion Cards</li> </ul>
Share own excitement with peers, caregivers, and adults.	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Soup's On!</li> <li>• Party Time</li> </ul>
Acknowledge sadness about loss (change in caregiver, divorce, or death).	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Emotion Cards</li> </ul>
Not inhibit emotional expression (cry when feeling sad; name some levels of emotion such as frustrated or angry)	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Boo Hoo Baby</li> </ul>
<b>GOAL 21: CHILDREN DEMONSTRATE AWARENESS OF FAMILY CHARACTERISTICS AND FUNCTIONS</b>	
Recognize extended family members (cousins, aunts, uncles).	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Grandpa's Great Athlete</li> </ul>
Talk about how other children have different family compositions.	<ul style="list-style-type: none"> <li>• Books: My Super Sticky Sandwich; Bandage Bandit; Marty's Mixed-up Mom; A Place for Shad</li> </ul>
Quickly adjust to a new rule (lining up inside the building rather than outside when the weather gets colder or it rains).	<ul style="list-style-type: none"> <li>• Book: Whatever the Weather</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 22: CHILDREN DEMONSTRATE AWARENESS OF THEIR COMMUNITY, HUMAN INTERDEPENDENCE, AND SOCIAL ROLES</b>	
Recognize others' capabilities in specific area ("That woman is good at fixing cars.").	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>
Identify some types of jobs and some of the tools used to perform those jobs.	<ul style="list-style-type: none"> <li>Book: Treasures From the Loom</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> </ul>
Understand personal responsibility as a member of a group ("If you put away the toys, then I'll clean up the art table.").	<ul style="list-style-type: none"> <li>Books: José Three; Mela's Water Pot</li> <li>Do I Have To?</li> <li>The Picnic</li> <li>Dinner Time</li> </ul>
<b>GOAL 23: CHILDREN DEMONSTRATE CIVIC RESPONSIBILITY</b>	
Show awareness of group rules (wait before painting because the easels are full).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Help to make rules for free choice play ("Only four people at the sand table.").	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Follow rules while playing games and reminds others of the rules.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Respond to another child's needs by sometimes giving and sharing	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> <li>Baby's Berries</li> </ul>
Notice if another child is missing an essential article needed to participate in the group (other child does not have crayons to draw with).	<ul style="list-style-type: none"> <li>Dinner Time</li> <li>The Picnic</li> </ul>
Invite other children to join groups or other activities.	<ul style="list-style-type: none"> <li>Book: Duc Tho Le's Birthday Present</li> <li>Clubhouse</li> </ul>
With adult support, avoid imitating the negative behavior of another child. With adult reminders, waits to communicate information in a group.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Exhibit positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>GOAL 24: CHILDREN DEMONSTRATE AWARENESS AND APPRECIATION OF THEIR OWN AND OTHERS' CULTURES</b>	
Follow rules and understand that there may be different rules for different places.	<b>Resources:</b> <ul style="list-style-type: none"> <li>Good Playing Rules</li> <li>Listening Rug Rules</li> </ul>
Share information about their family and community.	<ul style="list-style-type: none"> <li>Books: José Three; Mine</li> <li>My Family</li> </ul>
Identify themselves as members of a family or classroom.	<ul style="list-style-type: none"> <li>Books: José Three; Mine</li> <li>My Family</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 24: CHILDREN DEMONSTRATE AWARENESS AND APPRECIATION OF THEIR OWN AND OTHERS' CULTURES</b> <i>continued</i>	
Create art that contains realistic elements (pointing to one of their drawings and saying "This is my house.").	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Engage in pretend play and act out different settings or events that happen at home (being a doll's "Daddy" or using a spoon to feed a doll).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> </ul>
Demonstrate an understanding of the rights and responsibilities in a group (following simple classroom rules, participating in classroom clean-up).	<ul style="list-style-type: none"> <li>Songs: Pollution Rap; Conservation</li> <li>Pollution and Recycling</li> </ul>
Demonstrate an awareness of and appreciation for personal characteristics ("That man is nice.", "She has red hair.").	<ul style="list-style-type: none"> <li>Books: José Three; Mine; Moving Day; Play Ball; Mr. Lucky Straw; The Brothers; Darren's Work</li> </ul>
<b>DOMAIN 3: APPROACHES TO LEARNING</b>	
<b>GOAL 25: CHILDREN SHOW CURIOSITY AND INTEREST IN LEARNING</b>	
Ask others for information ("What is that?" "Why is the moon round?").	<ul style="list-style-type: none"> <li>Books: Magnifying Glass; Shell Houses; Mr. Mario's Neighborhood</li> <li>Science Investigation</li> <li>Ask a Question</li> </ul>
Use "Why" to get additional information.	<ul style="list-style-type: none"> <li>Science Investigation</li> <li>Ask a Question</li> </ul>
Develop personal interests (trains, farm animals).	<ul style="list-style-type: none"> <li>Books: Ooey, Gooley Mud; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall</li> <li>Farm Animals</li> <li>Big Little Animals</li> <li>Animal Sounds</li> </ul>
Ask a peer to join in play.	<ul style="list-style-type: none"> <li>Book: Will You Play With Me?</li> <li>Clubhouse</li> </ul>
Join a play activity already in progress	<ul style="list-style-type: none"> <li>Book: Will You Play With Me?</li> <li>Clubhouse</li> </ul>
Select new activities during play time (select characters for dress-up).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> </ul>
Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Engage in discussions about new events and occurrences ("Why did this happen?")	<ul style="list-style-type: none"> <li>Book: A Seed Grows</li> <li>Amphibians</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 25: CHILDREN SHOW CURIOSITY AND INTEREST IN LEARNING</b> <i>continued</i>	
Ask questions about changes in his/her world.	<ul style="list-style-type: none"> <li>Books: A Seed Grows; That's What I Like: A Book About Seasons</li> <li>Amphibians</li> <li>Spring</li> <li>Summer</li> <li>Fall</li> <li>Winter</li> </ul>
Look for new information and want to know more about personal interests.	<ul style="list-style-type: none"> <li>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</li> </ul>
Develop increasing complexity and persistence in using familiar materials.	<ul style="list-style-type: none"> <li>Materials</li> <li>Magnets</li> </ul>
Form a plan for an activity and act on it.	<ul style="list-style-type: none"> <li>Book: My Super Sticky Sandwich</li> </ul>
Tell the difference between appropriate and inappropriate (or dangerous) risk-taking.	<ul style="list-style-type: none"> <li>Songs: Storms; Sun Blues</li> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> <li>Germs</li> <li>Lightning Safety</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Fire Safety Activities for Kids</li> </ul>
<b>GOAL 26: CHILDREN PERSIST WHEN FACING CHALLENGES</b>	
Focuses on tasks of interest to him/her.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
Remains engaged in an activity for at least 5 to 10 minutes at a time.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
Completes favorite tasks over and over again.	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest.
Persists in trying to complete a task after previous attempts have failed (finish a puzzle, build a tower).	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.
Uses at least two different strategies to solve a problem.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Participates in meal time with few distractions.	<ul style="list-style-type: none"> <li>Dinner Time</li> <li>The Picnic</li> </ul>
Works on a task over a period of time, leaving and returning to it (block structure).	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest through single or multiple sessions.
Shifts attention back to activity at hand after being distracted.	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.
Focuses on projects despite distractions.	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.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 26: CHILDREN PERSIST WHEN FACING CHALLENGES</b> <i>continued</i>	
Accepts reasonable challenges and continues through frustration.	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Squirrel's Blocks</li> </ul>
Cooperates with a peer or adult on a task.	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>It's Not Fair!</li> </ul>
<b>GOAL 27: CHILDREN DEMONSTRATE INITIATIVE</b>	
Ask a peer to join in play	<ul style="list-style-type: none"> <li>Book: Will You Play With Me?</li> <li>Clubhouse</li> </ul>
Join a play activity already in progress, with assistance.	<ul style="list-style-type: none"> <li>Book: Will You Play With Me?</li> <li>Clubhouse</li> </ul>
Select new activities during play time (select characters for dress-up).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> </ul>
Offer to help with chores ( sweeping sand from the floor, helping to clean up spilled juice).	<ul style="list-style-type: none"> <li>Books: José Three; Animals in the House; Mr. Lucky Straw; The Brothers</li> </ul>
Find and use materials to follow through on an idea ( blocks for building a tower, blank paper and crayons for drawing about a story or experience).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Make decisions about what activity or materials to work with from selection offered.	<ul style="list-style-type: none"> <li>Materials</li> <li>Magnets</li> </ul>
<b>GOAL 28: CHILDREN APPROACH DAILY ACTIVITIES WITH CREATIVITY AND IMAGINATION</b>	
Invent new activities or games.	<b>Resources:</b> <ul style="list-style-type: none"> <li>Guess My Rule</li> <li>Hi! Notes</li> </ul>
Use imagination to create a variety of ideas.	<ul style="list-style-type: none"> <li>Perfect Present</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> </ul>
Create acceptable rules for group activities.	<b>Resources:</b> <ul style="list-style-type: none"> <li>Good Playing Rules</li> <li>Listening Rug Rules</li> </ul>
Make up words, songs, or stories.	<ul style="list-style-type: none"> <li>Circus Clown Climbers</li> <li>Change One Sound</li> <li>Choose a Sound</li> </ul>
Express ideas through art construction, movement, or music.	<ul style="list-style-type: none"> <li>Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>Book: Movin' to the Music Time</li> <li>Baby's Ballet</li> </ul>
Engage in extensive pretend play that includes role play (play "house" or "explorers").	<ul style="list-style-type: none"> <li>Soup's On!</li> <li>Perfect Present</li> <li>Papa's Play</li> <li>Pretend Play</li> </ul>
Investigate and experiment with materials.	<ul style="list-style-type: none"> <li>Materials</li> <li>Magnets</li> <li>Science Investigation</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 28: CHILDREN APPROACH DAILY ACTIVITIES WITH CREATIVITY AND IMAGINATION</b> <i>continued</i>	
Represent reality in a variety of ways (pretend play, drawing).	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Real and Make-believe</li> <li>Pretend Play</li> </ul>
Invent projects and work on them.	<ul style="list-style-type: none"> <li>Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>
Engage in role play	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> </ul>
<b>GOAL 29: CHILDREN LEARN THROUGH PLAY AND EXPLORATION</b>	
Tell others about events that happened in the past	<ul style="list-style-type: none"> <li>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</li> </ul>
Represent things in environment with available materials, moving from simple to complex representations (recreate pictures of a house, bridge, road with blocks).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Think out loud and talk through a situation.	Central Park character, Squirrel demonstrates thinking out loud as he talks through what he should do in different situations.
Work out problems mentally rather than through trial and error	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Use a variety of methods to express thoughts and ideas (discussion, art activities).	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Mama's Melody</li> <li>Perfect Present</li> <li>Squirrel's Sketches</li> </ul>
Demonstrate long-term memory of meaningful events and interesting ideas.	<ul style="list-style-type: none"> <li>Books: The Story Cloth; Milton's Mittens</li> <li>Science Investigation</li> <li>Observe a Simple System</li> <li>Calendar/Graph Weather</li> </ul>
Describe or act out a memory of a situation or action.	<ul style="list-style-type: none"> <li>Books: My Super Sticky Sandwich; My Reptile Hospital; I Hate Peas</li> </ul>
Seek information for further understanding	<ul style="list-style-type: none"> <li>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</li> <li>Build Knowledge</li> <li>Science Investigation</li> <li>Ask a Question</li> </ul>
Use multiple sources of information to complete projects and acquire new information, with assistance.	<ul style="list-style-type: none"> <li>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</li> <li>Build Knowledge</li> <li>Science Investigation</li> <li>Ask a Question</li> </ul>
Plan activities and set goals based on past experience.	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Party Time</li> </ul>
Demonstrate beginning understanding of what others are thinking, their intentions, or motivations.	<ul style="list-style-type: none"> <li>Books: Anansi and the Seven Yam Hills; Frank's Pranks</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>DOMAIN 4: COGNITION AND GENERAL KNOWLEDGE</b>	
<b>GOAL 30: CHILDREN GAIN REASONING AND CRITICAL THINKING</b>	
Explore cause-and-effect relationships (rolling two different cars down a ramp and observing the different distances traveled).	<ul style="list-style-type: none"> <li>Songs: Push and Pull; Gravity</li> <li>Books: Mr. Mario's Neighborhood; Up and Down</li> <li>Push and Pull</li> <li>Magnets</li> </ul>
Recognize and labels aspects of an event (long, fun).	<ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> </ul>
Compare experiences, with adult assistance (recalls and compares play times with different children).	<ul style="list-style-type: none"> <li>Books: Moving Day; Photos For Phil; Duc Tho Le's Birthday Present</li> </ul>
Use comparative words ("Now the music is faster." "The soup is hotter than the juice.").	<ul style="list-style-type: none"> <li>Songs: Large, Larger, Largest; Let's Compare</li> <li>Comparatives</li> </ul>
Solve simple problems without trying every possibility (putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Use previous experiences to make plans before attempting to solve some problems (using a wagon to gather toys into one spot rather than trying to carry them all by hand).	<ul style="list-style-type: none"> <li>Book: My Super Sticky Sandwich</li> <li>Perfect Present</li> </ul>
Explain reasoning behind a strategy or choice and why it did or didn't work.	<ul style="list-style-type: none"> <li>Book: My Super Sticky Sandwich</li> </ul>
Try out different solutions to problems (trying to staple pieces of paper after unsuccessfully trying to tape them together).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Remember past experiences in the correct order and includes relevant details. ("How did the peddler feel when the monkeys didn't give him back his caps?").	<ul style="list-style-type: none"> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> </ul>
<b>GOAL 31: CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES</b>	
Find their own solution or agree to try someone else's idea for a problem (accepting a suggestion to secure a tower's greater stability by building it on a wood floor rather than on a thick rug).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Successfully follow three-step directions. Retells a familiar story in the proper sequence, including such details as characters, phrases, and events.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>What Comes Next?</li> <li>Missing Pictures</li> </ul>
Follow detailed, multi-step directions.	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 32: CHILDREN USE SYMBOLS TO REPRESENT OBJECTS</b>	
Provide more complex description of a person or object that is not present (the dog is black, soft, and runs around; child gestures to show how big).	<ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> <li>Look at Details</li> <li>Describe Characters</li> </ul>
Use symbols or pictures as representation for talking.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Use objects to represent real items in make-believe play (card becomes camera).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>
Recognize objects, places, and ideas by symbols (recognizes which is the men's or women's restroom by looking at the doors).	<ul style="list-style-type: none"> <li>Words in Your World</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> <li>Enter and Exit Signs</li> </ul>
Use physical objects to demonstrate vocabulary (creates two piles of blocks, one with "more" blocks, one with "less").	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Book: For the Birds</li> <li>Greater Than, Less Than</li> <li>More Than</li> <li>Fewer Than</li> <li>Make and Count Groups</li> </ul>
Represent simple objects through drawings, movement, mime, three-dimensional constructions	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
<b>GOAL 33: CHILDREN CAN DISTINGUISH BETWEEN FANTASY AND REALITY</b>	
Take on pretend roles and situations, using the appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds).	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>Please and Thank You</li> <li>What Would You Do?</li> </ul>
Engage in complex make-believe play, theme-oriented play that involves multiple characters and settings).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>Please and Thank You</li> <li>What Would You Do?</li> </ul>
Make connections between characters in books, stories, or movies, with people in real life.	<ul style="list-style-type: none"> <li>Books: Grandpa's Great Athlete; Play Ball; Mine; My Super Sticky Sandwich</li> </ul>
Question the reality of characters in books, family and traditional oral stories. Explain if a story is real or make-believe when prompted.	<ul style="list-style-type: none"> <li>Real or Make-believe</li> <li>Distinguish between Fantasy and Reality</li> </ul>
Understand and express when fantasy is influencing actions ("I was just pretending to do that").	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>
Recognize that some characters, places, and objects in stories, movies, television shows are not real.	<ul style="list-style-type: none"> <li>Real or Make-believe</li> <li>Distinguish between Fantasy and Reality</li> </ul>
<b>GOAL 34: CHILDREN DEMONSTRATE KNOWLEDGE OF NUMBERS AND COUNTING</b>	
Quickly count objects up to four.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 34: CHILDREN DEMONSTRATE KNOWLEDGE OF NUMBERS AND COUNTING</b> <i>continued</i>	
Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.	<ul style="list-style-type: none"> <li>Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Subtract Groups</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> </ul>
Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> </ul>
Count to 10 from memory.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Squirrel's Number Blocks</li> <li>Number Instruction</li> </ul>
Understand that the last number counted represents the number of objects in a set.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>Make and Count Groups</li> </ul>
Recognize and write some numerals up to 10.	<ul style="list-style-type: none"> <li>Number Songs</li> <li>Math Books</li> <li>Number Instruction</li> </ul>
Solve simple word problems with totals of five or fewer items (know they will have a total of four pencils if they already have three and are given one more).	<ul style="list-style-type: none"> <li>Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Subtract Groups</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> </ul>
Continue to count when another item is added to a set. Quickly name the number in a group of objects, up to 10.	<ul style="list-style-type: none"> <li>Song: Counting On</li> <li>Count On</li> <li>Bug Bits</li> <li>Moving Target (Dots )</li> </ul>
Use counting to compare two sets of objects and to determine which set has more, less, or the same as the other.	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Book: For the Birds</li> <li>Greater Than, Less Than</li> <li>More Than</li> <li>Fewer Than</li> <li>Make and Count Groups</li> </ul>
Understand that adding one or taking away one changes the number in a group of objects by exactly one.	<ul style="list-style-type: none"> <li>Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Subtract Groups</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 34: CHILDREN DEMONSTRATE KNOWLEDGE OF NUMBERS AND COUNTING <i>continued</i></b>	
Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10.	<ul style="list-style-type: none"> <li>Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Subtract Groups</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> </ul>
Verbally count beyond 20, demonstrating an understanding of the number pattern.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> </ul>
Use strategies to count large sets of objects (more than 10).	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>Make and Count Groups</li> </ul>
Know the number that comes before or after a specified number (up to 20).	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Chart</li> </ul>
Recognize and order each written numeral up to 10.	<ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Books</li> <li>Number Instruction</li> <li>Number Chart</li> </ul>
Solve simple word problems with totals of 10 or fewer items (know they will have nine grapes if they have seven and are given two more).	<ul style="list-style-type: none"> <li>Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>Book: Five Delicious Muffins</li> <li>Make and Count Groups</li> <li>Add Groups</li> <li>Subtract Groups</li> <li>Act Out Addition</li> <li>Act Out Subtraction</li> </ul>
<b>GOAL 35: CHILDREN DEMONSTRATE SOME KNOWLEDGE OF MEASUREMENT: SIZE, VOLUME, HEIGHT, WEIGHT AND LENGTH</b>	
Compare two small sets of objects (five or fewer).	<ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Book: For the Birds</li> <li>Greater Than, Less Than</li> <li>More Than</li> <li>Fewer Than</li> <li>Make and Count Groups</li> </ul>
Make small series of objects (putting three or four objects in order by length).	<ul style="list-style-type: none"> <li>Order Size</li> </ul>
Recognize differences in measuring (when trying to pour the same amount of juice into three cups, looks to see if one cup has more than the others).	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Capacity</li> </ul>
Use multiple copies of the same unit to measure (seeing how many pillows make up pillow fort wall).	<ul style="list-style-type: none"> <li>Nonstandard Units of Length</li> <li>Length</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 35: CHILDREN DEMONSTRATE SOME KNOWLEDGE OF MEASUREMENT: SIZE, VOLUME, HEIGHT, WEIGHT AND LENGTH <i>continued</i></b>	
Use comparative language (“shortest,” “heavier,” “biggest”).	<ul style="list-style-type: none"> <li>Songs: Large, Larger, Largest; Let’s Compare; Savanna Size; Big Little Animals</li> <li>Size</li> <li>Big and Little</li> <li>Tall and Short</li> <li>Heavy and Light</li> </ul>
Build block buildings and include such structural features as arches and ramps.	<ul style="list-style-type: none"> <li>Soup’s On!</li> </ul>
Order four or more items by decreasing or increasing (arranging a rock collection from the largest to the smallest).	<ul style="list-style-type: none"> <li>Order Size</li> </ul>
Use correct tools to measure different items (choosing a scale for weight and a cup for volume).	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Capacity</li> <li>Nonstandard Units of Length</li> </ul>
Use measurement language (“This is three blocks long.”).	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Capacity</li> <li>Nonstandard Units of Length</li> </ul>
Correctly add an object to an existing series (put longest block at end of row of increasing lengths).	<ul style="list-style-type: none"> <li>Order Size</li> </ul>
<b>GOAL 36: CHILDREN SORT, CLASSIFY, AND ORGANIZE OBJECTS</b>	
Sort objects and then counts and compares them.	<ul style="list-style-type: none"> <li>Songs: All Sorts of Laundry; Greater Than, Less Than; More Than, Fewer Than</li> <li>Books: Buttons, Buttons; For the Birds</li> <li>Sort</li> <li>Make and Count Groups</li> <li>Greater Than, Less Than</li> <li>Fewer Than</li> </ul>
Sort objects by one attribute into two or more groups (big, medium, and small).	<ul style="list-style-type: none"> <li>Songs: Savanna Size, Measuring Plants</li> <li>Capacity</li> <li>Length</li> <li>Order Size</li> <li>Big and Little</li> <li>Tall and Short</li> <li>Heavy and Light</li> <li>Size</li> </ul>
Classify everyday objects that go together (mittens, hats, coats).	<ul style="list-style-type: none"> <li>Book: Together</li> <li>Sort</li> </ul>
Copy, complete, and extend repeating patterns.	<ul style="list-style-type: none"> <li>Song: Train Station Patterns</li> <li>Patterns</li> <li>Pattern: AB; ABB; ABC</li> </ul>
Build block buildings and include such structural features as arches and ramps.	<ul style="list-style-type: none"> <li>Soup’s On!</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 36: CHILDREN SORT, CLASSIFY, AND ORGANIZE OBJECTS</b> <i>continued</i>	
Count only those objects in a group that have a specific attribute (all of the red cars in a picture).	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Make and Count Groups</li> </ul>
Place four or more objects or groups in order (number, length, etc.).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size, Measuring Plants</li> <li>• Capacity</li> <li>• Length</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Size</li> </ul>
Sort sets of objects by one characteristic, then sort by a different characteristic and explains the sorting rules ("These are all of the red ones, but these are all of the big ones.").	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Make and Count Groups</li> </ul>
Replicate and extend simple patterns (adds yellow to patterns of different colored blocks).	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
Combine shapes into patterns that make new shapes or complete puzzles (rearranging a collection of circles and variously sized rectangles to make the image of a person)	<ul style="list-style-type: none"> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• World Shapes</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Shape Puzzle</li> </ul>
Build complex block buildings, intentionally maintain such features as symmetry	<ul style="list-style-type: none"> <li>• Book: Symmetry and Me</li> </ul>
Help child create his or her own patterns ("What would it look like if we sorted blocks by color?").	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns; All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
Suggest different rules for sorting (put a different color spoon with each plate)	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>
Offer art projects that use shapes ("You can draw a house by putting a triangle on top of a square.", "You can draw a rectangle for the door.").	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Marmot Shapes</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 37: CHILDREN COLLECT INFORMATION THROUGH OBSERVATION AND MANIPULATION</b>	
Identify and distinguish among senses (tastes, sounds, textures).	<ul style="list-style-type: none"> <li>Song: The Five Senses</li> <li>Sight</li> <li>Hearing</li> <li>Touch</li> <li>Smell</li> <li>Taste</li> </ul>
Use non-standard tools (blocks, paper tubes) to explore the environment.	<ul style="list-style-type: none"> <li>Song: Measuring Plants</li> <li>Length</li> <li>Nonstandard Units of Length</li> </ul>
Try new experiences provided by adults and describe observations (mixing soil and water to make mud).	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul>
Seek information through observation, exploration, and conversations.	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul>
Identify, describe, and compare objects.	<ul style="list-style-type: none"> <li>Songs: Shapes, Shapes, Shapes; Savanna Size; Large, Larger, Largest</li> <li>Books: The Shape of Things; Imagination Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Star, Semicircle, Octagon, Oval, Diamond</li> <li>Solid Shapes</li> <li>World Shapes</li> <li>Capacity</li> <li>Length</li> <li>Big and Little</li> <li>Heavy and Light</li> <li>Tall and Short</li> <li>Size</li> </ul>
<b>GOAL 38: CHILDREN MAKE PREDICTIONS AND EXPERIMENT</b>	
Ask questions and finds answers through active exploration.	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Observe a Simple System</li> </ul>
Make predictions and develops generalizations based on past experiences	<ul style="list-style-type: none"> <li>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</li> </ul>
Use vocabulary that show recognition of changes (such as sink, float, melt, freeze).	<ul style="list-style-type: none"> <li>Song: Precipitation</li> <li>States of Water</li> <li>Matter</li> </ul>
<b>GOAL 39: CHILDREN OBSERVE AND DESCRIBE THE NATURAL WORLD</b>	
Identify things as living or non-living based on their characteristics (breathes, moves, grows).	<ul style="list-style-type: none"> <li>Song: Living and Nonliving</li> <li>Book: A Seed Grows</li> <li>Living or Nonliving</li> <li>Observe a Simple System</li> <li>Materials</li> <li>Rocks</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 39: CHILDREN OBSERVE AND DESCRIBE THE NATURAL WORLD <i>continued</i></b>	
Describe characteristics of plants, animals, and people ("That tree grew really tall!").	<ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal</li> <li>• Book: A Seed Grows</li> <li>• Science Investigation</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>
Show understanding of changes in living things (plants, spider webs).	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Measuring Plants</li> <li>• Books: A Seed Grows; The Old Maple Tree</li> <li>• Amphibians</li> <li>• Science Investigation</li> </ul>
Ask questions about growth and change in plants and animals.	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Measuring Plants</li> <li>• Books: A Seed Grows; The Old Maple Tree</li> <li>• Amphibians</li> <li>• Science Investigation</li> </ul>
Investigate properties of rocks, dirt and water. Recognize and provide simple descriptions of the state of matter ("Water is wet.").	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Matter</li> <li>• Book: Pancakes Matter</li> <li>• States of Matter</li> <li>• Solid and Liquid</li> <li>• Solid, Liquid, Gas</li> <li>• Rocks</li> <li>• Soil</li> </ul>
Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>
Discuss changes in the weather and seasons, using common weather-related vocabulary (rainy, sunny, windy).	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Books: That's What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Calendar/Graph Weather</li> <li>• Weather</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 40: CHILDREN DIFFERENTIATE BETWEEN EVENTS THAT HAPPEN IN THE PAST, PRESENT, AND FUTURE</b>	
With support, retell or reenact familiar stories, including such details as characters, phrases, and events.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>
Demonstrate an awareness of important activities that are “coming up” or “in the near future” (keeping track of the days until a birthday or vacation trip) as a strategy to control excitement.	<ul style="list-style-type: none"> <li>• Book: I Can’t Wait</li> </ul>
<b>GOAL 41: CHILDREN DEMONSTRATE AWARENESS OF LOCATION AND SPATIAL RELATIONSHIPS</b>	
Make shapes from parts (using a set of circle, rectangle, and line shapes to create an image of a snowman).	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Shape Puzzle</li> </ul>
Combine and separate shapes to make designs or pictures (complete shape puzzles).	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Shape Puzzle</li> </ul>
Build simple examples of buildings, structures, or areas with three-dimensional shapes, such as building blocks.	<ul style="list-style-type: none"> <li>• Squirrel’s Blocks</li> </ul>
Name shapes (circle, triangle, square, rectangle), regardless of their size or orientation.	<ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes; Marmot Shapes</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Simple Shapes</li> </ul>
Use basic language to describe location (“I am under the bed.”).	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul>
Correctly follow directions involving their own positions in space (“move forward,” “sit behind,” etc.).	<ul style="list-style-type: none"> <li>• Song: Positioning</li> <li>• Position</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Position Words</li> <li>• Long Lewie Cards</li> </ul>
Link or sorts familiar shapes (circle, square, triangle) that have different sizes and orientation.	<ul style="list-style-type: none"> <li>• Song: Shapes, Shapes, Shapes</li> <li>• Book: Buttons, Buttons</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Sort</li> </ul>



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 42: CHILDREN DEMONSTRATE KNOWLEDGE OF THE RELATIONSHIP AMONG PEOPLE, PLACES AND GEOGRAPHY</b>	
Match objects to their usual locations (stove in the kitchen, bed in the bedroom, tree in the park).	<ul style="list-style-type: none"> <li>• Book: Your Backyard</li> <li>• Create Your Own Environment</li> </ul>
Be aware of characteristics of own geographic region ("It rains/snow here a lot.")	<ul style="list-style-type: none"> <li>• Book: Where in the World Would You Go Today?</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Rainforests</li> </ul>
Recognize where he/she is while traveling in familiar areas, most of the time.	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Book: Your Backyard</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Child</li> </ul>
Begin to express and understand concepts and language of geography in the contexts of the classroom, home, and community	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Book: Your Backyard</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Child</li> </ul>
Describe some physical characteristics (bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (types of shelter, clothing, food, jobs).	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Book: Your Backyard</li> <li>• Weather</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Oceans</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Child</li> <li>• Community Helpers</li> </ul>
Help to navigate on journeys ("After you pass the blue house, our house is next." "I live by the bus stop.")	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Child</li> </ul>
<b>GOAL 43: CHILDREN DEMONSTRATE AWARENESS OF ECONOMIC CONCEPTS</b>	
Understand that money is needed to purchase goods and services.	<ul style="list-style-type: none"> <li>• Books: Bugs For Sale; Fudge For Sale</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Money</li> </ul>
Play store or restaurant with play or real money, receipts, credit cards, telephones.	<ul style="list-style-type: none"> <li>• Books: Bugs For Sale; Fudge For Sale</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Money</li> </ul>
Talk about what wants to be when he/she grows up.	<ul style="list-style-type: none"> <li>• Books: What Will Sara Be?; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>
Realize that making one choice means that you may not be able to do something else.	<ul style="list-style-type: none"> <li>• Book: The Three Wishes</li> <li>• Broken Lamp</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Consequences Cards</li> </ul>
Recognize that people rely on others for goods and services	<ul style="list-style-type: none"> <li>• Book: Follow the Apples</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 43: CHILDREN DEMONSTRATE AWARENESS OF ECONOMIC CONCEPTS</b> <i>continued</i>	
Understand the concept of saving resources for use in the future.	<ul style="list-style-type: none"> <li>Song: Save Your Pennies</li> </ul>
Accurately name some coins and paper cash (penny, nickel, dollar).	<ul style="list-style-type: none"> <li>Songs: Money; Save Your Pennies</li> <li>Coin Identification</li> <li>Count Quarters, Dimes, Nickels, and Pennies</li> </ul>
Recognize some things are owned by people and other things are collective goods.	
<b>GOAL 44: CHILDREN DEMONSTRATE AWARENESS OF THE RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT</b>	
Show awareness of environment by noticing features of own home and other familiar places (recounts how water was flowing over the road on the way to store).	<ul style="list-style-type: none"> <li>Song: I Am Part of All I See</li> <li>Book: Your Backyard</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Child</li> </ul>
Recognize things that do not belong in the environment (litter).	<ul style="list-style-type: none"> <li>Songs: Pollution Rap; Conservation</li> <li>Pollution and Recycling</li> <li>Care of Earth</li> <li>Care of Water</li> </ul>
Help protect equipment and materials from weather (helps cover outdoor furniture, sweeps leaves).	
Recognize, with adult support and guidance, how people can take care of the earth's resources.	<ul style="list-style-type: none"> <li>Songs: Pollution Rap; Conservation</li> <li>Pollution and Recycling</li> <li>Care of Earth</li> <li>Care of Water</li> </ul>
Exhibit simple concepts of conservation (uses paper judiciously, does not waste water).	<ul style="list-style-type: none"> <li>Song: Conservation</li> <li>Care of Earth</li> <li>Care of Water</li> </ul>
Show interest in understanding how animals gather and store food, sleep, and live.	<ul style="list-style-type: none"> <li>Song: Food From Plants</li> <li>Book: Mela's Water Pot</li> <li>Science Investigation</li> <li>Mammals</li> <li>Birds</li> <li>Fish</li> <li>Amphibians</li> <li>Reptiles</li> <li>Invertebrates</li> <li>Insects</li> <li>Spiders</li> <li>Worms</li> </ul>
<b>GOAL 45: CHILDREN USE TECHNOLOGY APPROPRIATELY</b>	
Uses a telephone to talk to familiar people, with assistance.	<b>Resources:</b> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids</li> </ul>
Identify some materials as natural or as human-made and explains how he/she knows the difference.	<ul style="list-style-type: none"> <li>Materials</li> <li>Magnets</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 45: CHILDREN USE TECHNOLOGY APPROPRIATELY <i>continued</i></b>	
Describe stories, images, or sounds experienced with technology (music on speaker, program on television, story heard on speaker).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Use accurate vocabulary to identify technology (camera, computer, printer, television, phone).	Children receive instruction in technology terms as they interact with activities. Directions such as “Using your mouse, move the cursor” and “Enter your answer on your keyboard” become part of conversations.
Identify ways in which technology helps people (“The wheelchair helps Alfonso get from one place to another. “ “Email or texting lets you communicate with your friend Opal, who lives far away.”).	<ul style="list-style-type: none"> <li>• Books: In the Rain; Noise, What Noise?; Seeing Fingers</li> </ul>
Identify alternate ways of doing things with and without technology (can use hands or dishwasher to clean dishes, can travel by foot or by car).	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Wilbur and Orville Wright; The Pizza Book; I Want to Be a Scientist Like Thomas Edison</li> </ul>
Consider, with adult guidance, what it must have been like to live without technology in an earlier time.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Wilbur and Orville Wright; The Pizza Book; I Want to Be a Scientist Like Thomas Edison</li> </ul>
Use computer for simple ‘point and click’ operations on child-appropriate websites or software.	Children select the Waterford icon to begin their sessions. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
<b>GOAL 46: CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL</b>	
Create new songs and dances or adds their own words to songs.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
Express preferences for some different types of art, music, and drama.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> <li>• Baby’s Ballet</li> </ul>
Explore musical instruments and uses them to produce rhythms and tones.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul>
Mold and build with dough and clay and then identifies and sometimes names their creation (“I make a dog and his name is Spot.”).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Act out plots and characters found in familiar stories.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> </ul>
Participate in pretend play with other children.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Hi! Notes</li> <li>• Please and Thank You</li> <li>• What Would You Do?</li> </ul>
Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 46: CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL <i>continued</i></b>	
Intentionally create content in a work of art (picture, a playdough sculpture, etc.).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Write and act out stories based upon familiar topics or characters.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings.
<b>GOAL 47: CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ART</b>	
Enjoy and engage with displays of art, music, and drama.	<ul style="list-style-type: none"> <li>Songs: Colors, Colors; The Painted Rooster</li> <li>Book: Lizard and the Painted Rock</li> <li>Squirrel's Sketches</li> </ul>
Express clear preferences for types of artwork or art activities	<ul style="list-style-type: none"> <li>Songs: Colors, Colors; The Painted Rooster</li> <li>Book: Lizard and the Painted Rock</li> <li>Squirrel's Sketches</li> </ul>
Plan art and shows with increasing care and persistence in completing it.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> </ul>
Choose own art for display in the classroom or for inclusion in a portfolio or book and explains their choices and preferences in some detail.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> </ul>
Communicate about elements appearing in art, music and drama.	<ul style="list-style-type: none"> <li>Songs: Colors, Colors; The Painted Rooster</li> <li>Book: Lizard and the Painted Rock</li> <li>Squirrel's Sketches</li> </ul>
<b>DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY</b>	
<b>GOAL 48: CHILDREN DEMONSTRATE UNDERSTANDING OF SOCIAL COMMUNICATION</b>	
Listen to others and take turns in a group discussion for a short period.	Social-emotional videos model conversations and discussions initiated and continued by different characters as they communicate in complete sentences.
Respond to simple open-ended questions.	Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.
State point of view likes/dislikes, and opinions using words, signs, or picture boards.	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Lumpy Mush; Ooey, Goopy Mud; Bad News Shoes</li> </ul>
Use multiple word sentences.	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.
Relay a simple message (from grandparent to parent).	
Repeat words or ideas to be sure information is communicated	
Use pre-writing (also known as "print approximations") in play with other children when pretending to communicate.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> </ul>
Enjoy and participate in jokes and humor with peers (make up silly knock-knock jokes).	<ul style="list-style-type: none"> <li>Books: Anansi and the Seven Yam Hills; Franks Pranks</li> <li>Where's Papa?</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 48: CHILDREN DEMONSTRATE UNDERSTANDING OF SOCIAL COMMUNICATION <i>continued</i></b>	
Use and respond to a variety of more complex non-verbal cues (facial expressions for pride, displeasure, encouragement).	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Find Me!</li> <li>• My Family</li> <li>• Lost and Found</li> <li>• It's Not Fair</li> <li>• Do I Have To?</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Lost Dinosaur</li> <li>• Squirrel's Blocks</li> </ul>
Begin to understand that non-family adults and peers may not understand home language (code switching for children learning English as an additional language, using more or less formal language for different contexts).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Work with caregivers and peers to solve simple problems verbally, and is progressing toward independence. (Caregiver identifies feelings and states problem "You both are upset...you both want the swing." Child states "I want swing").	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Begin to understand that non-family adults and peers may not understand home language.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Listen to others and responds in group conversations and discussion	Social-emotional videos model conversations and discussions initiated and continued by different characters as they communicate in complete sentences.
Enjoy telling jokes or creating humorous dramatic play.	<ul style="list-style-type: none"> <li>• Where's Papa?</li> </ul>
Enjoy listening to stories from different sources (in person, audiobooks, podcasts).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)
Begin conversation by making statements or asking questions.	Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.
Use language appropriately depending upon the purpose (to tell stories, get information, ask for help), most of the time.	Social-emotional videos model conversations and discussions initiated and continued by different characters as they communicate in complete sentences.
Adjust intonation and volume in a variety of settings (whispers when a baby is sleeping).	<ul style="list-style-type: none"> <li>• Book: The Quiet Book;</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 49: CHILDREN LISTEN AND UNDERSTAND COMMUNICATION (RECEPTIVE LANGUAGE)</b>	
Follow directions that involve a two- or three-step sequence of actions which may not be related (“Please pick up your toys and then get your shoes”).	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
Show understanding of more concept words, such as on, under, behind, next to, first, last, above, below, basic colors).	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks; Colors, Colors</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> <li>• Coloring Game (Make a Scene)</li> </ul>
Show understanding of several shapes, colors (child able to find the green pillow when asked).	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Simple Shapes</li> <li>• Coloring Game (Make a Scene)</li> </ul>
Answer “who, where, why, and how many” questions.	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Find an Answer</li> </ul>
Know the difference between gender of self and peers.	<ul style="list-style-type: none"> <li>• Books: Play Ball; Elephant Upstairs</li> </ul>
Show increased understanding of vocabulary words for most toys, pictures, objects, and materials in the household and familiar environments.	<ul style="list-style-type: none"> <li>• Vocabulary Instruction</li> </ul>
Follow two- and three-part directions unfamiliar to the daily routine	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
Use and understand complex sentences in home language.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>
Enjoy humor through word play (jokes, riddles, words that sound fun together).	<ul style="list-style-type: none"> <li>• Books: Rocks in My Socks; Lumpy Mush; I Hate Peas; Animals in the House; What if You Were an Octopus?</li> </ul>
Begin to identify pairs of words that rhyme.	<ul style="list-style-type: none"> <li>• Song: Rhyming Words</li> <li>• Books: Rocks in My Socks; The Swing</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• One Doesn’t Rhyme</li> <li>• Choose a Rhyme</li> <li>• Make It Rhyme</li> </ul>
Begin to represent a storyline through drawing, acting, or singing, with assistance,	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Make grammatical adjustments in English (men instead of “mans,” went instead of “goed”).	All activities provide opportunities for students to hear and practice correct grammar.

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 49: CHILDREN LISTEN AND UNDERSTAND COMMUNICATION (RECEPTIVE LANGUAGE) <i>continued</i></b>	
Show increased understanding of advanced concept words, such as more/less, first/last, big, bigger, biggest, morning/daytime/nighttime.	<ul style="list-style-type: none"> <li>Songs: Savanna Size; Large, Larger, Largest; Big Small Song</li> <li>Size</li> <li>Order Size</li> <li>Length</li> <li>Heavy and Light</li> <li>Tall and Short</li> <li>Big and Little</li> <li>Large Small Toys</li> <li>Big Little Animals</li> </ul>
Be able to stay engaged for longer periods of time for books, in conversations and/or stories.	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest
<b>GOAL 50: CHILDREN COMMUNICATE THEIR THOUGHTS, FEELINGS, AND IDEAS WITH OTHERS (EXPRESSIVE LANGUAGE)</b>	
Use new vocabulary in spontaneous speech.	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.
Ask the meaning of unfamiliar words and then experiment with using them.	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.
Use words to further describe actions or adjectives ("running fast" or "playing well").	<ul style="list-style-type: none"> <li>Song: Adjectives Describe</li> </ul>
Use multiple words to explain ideas (when talking about primary caregiver says "mother/father" and/or "parent").	<ul style="list-style-type: none"> <li>Song: Synonym Tree</li> <li>Vocabulary</li> </ul>
Use words to express emotions (happy, sad, tired, scared).	<ul style="list-style-type: none"> <li>Lost Dinosaur</li> <li>Papa's Thumb</li> <li>Squirrel's Blocks</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Lots of Feelings</li> </ul>
Talk in sentences with five to six words to describe people, places, and events.	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.
Use words with past and future.	<ul style="list-style-type: none"> <li>Books: I Can't Wait; My Super Sticky Sandwich; The Alligator in the Library; Wendel Wandered</li> </ul>
Use verb tenses to denote and describe events from the past or future. (He jumped on the bed, I am going to grandma's house).	<ul style="list-style-type: none"> <li>Books: I Can't Wait; My Super Sticky Sandwich; The Alligator in the Library; Wendel Wandered</li> </ul>
Describe a task, project, and/or event sequentially in three or more segments.	<ul style="list-style-type: none"> <li>First, Next, and Last</li> <li>What Comes Next?</li> </ul>
Use prepositions in everyday language, sometimes needing assistance (at, in, under).	<ul style="list-style-type: none"> <li>Song: Preposition Ship</li> </ul>
Child may go through a period of normal non-fluency or "stuttering"	
Be able to recall and describe a previous event, such as what they ate for breakfast.	<ul style="list-style-type: none"> <li>Calendar</li> <li>Today</li> <li>Yesterday/Tomorrow</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 50: CHILDREN COMMUNICATE THEIR THOUGHTS, FEELINGS, AND IDEAS WITH OTHERS (EXPRESSIVE LANGUAGE) <i>continued</i></b>	
Use increasingly complex language in response to questions to show understanding of new ideas, experiences and concepts.	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.
Define words, with assistance ("Firefighters put out fires").	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.
Be able to retell a 3-part story or event in sequence.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>
Use sentences in home language that show an emerging understanding of grammatical structure.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>
Speech is 90 to 100 percent understandable.	Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly.
Express an idea in more than one way	Social-emotional videos model discussions between various characters demonstrating appropriate conversation rules as they develop ideas and communicate in complete sentences.
Expand vocabulary to include 1,000 to 2,000 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.
Ask others for assistance to define new words in their vocabulary.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.
Show an interest in playing with language through joke telling and word play.	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.
<b>GOAL 51: CHILDREN DEMONSTRATE APPRECIATION AND ENJOYMENT OF READING</b>	
Participate in and create songs, rhymes, and games that play with sounds of language (claps out sounds or rhythms of language).	<ul style="list-style-type: none"> <li>• Books: Rocks in My Socks; Jump Rope Rhymes</li> </ul>
Find objects in a picture with the same beginning sound, with assistance.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Letter Sound</li> <li>• Sound Room</li> </ul>
Know that alphabet letters can be individually named and begin to show interest in naming them (letters from their name, letters common in their environment).	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Instruction</li> <li>• Name That Letter</li> <li>• Name Game (What's Your Name?)</li> <li>• Words in Your World</li> </ul>



ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 51: CHILDREN DEMONSTRATE APPRECIATION AND ENJOYMENT OF READING <i>continued</i></b>	
Know first and last page of a book.	<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> <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
Begin to understand that print progresses from left to right (Exceptions are Arabic, Chinese, Japanese text, etc.).	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> </ul>
Recognize some signs and symbols in environment (stop signs).	<ul style="list-style-type: none"> <li>• Worlds in Your World</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Enter and Exit Signs</li> </ul>
Use pictures to predict a story	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> <li>• Peek at the Story</li> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>
Recite some words in familiar books from memory.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Fill in missing information in a familiar story.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> <li>• Missing Pictures</li> </ul>
Pretend to read a familiar book.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Compare stories with real life.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> </ul>
Recognize and name at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Instruction</li> <li>• Name That Letter</li> <li>• Name Game (What's Your Name?)</li> <li>• Words in Your World</li> </ul>
Produce the sound of many recognized letters.	<ul style="list-style-type: none"> <li>• Mama Squirrel's Sound Song</li> <li>• Letter Sound Songs</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Sound Room</li> </ul>
Make up an ending for a story.	<ul style="list-style-type: none"> <li>• Step Into the Story</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 51: CHILDREN DEMONSTRATE APPRECIATION AND ENJOYMENT OF READING <i>continued</i></b>	
Be interested in reading a variety of printed materials (books, newspapers, cereal boxes) and may ask for help.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Print Directionality Introduction</li> </ul>
Use signs he/she sees for information (“no fishing” sign on dock)	<ul style="list-style-type: none"> <li>• Words in Your World</li> </ul>
Give opinion on books in terms of sections enjoyed.	<ul style="list-style-type: none"> <li>• Books: Ooey, Gooley Mud; I Hate Peas; Lumpy Mush</li> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Where’s Papa?</li> <li>• Lost Dinosaur</li> <li>• It’s Not Fair!</li> </ul>
Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Use picture clues for information (attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news).	<ul style="list-style-type: none"> <li>• Use a Clue</li> <li>• Picture Clues</li> </ul>
Start to make letter-sound associations (begins to recognize that the sound “b” is present in the words ball, boy, and baby).	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Instruction</li> <li>• Name That Letter</li> <li>• Name Game (What’s Your Name?)</li> <li>• Words in Your World</li> </ul>
Recognize beginning sound and letter in his or her name as well as some classmates.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Instruction</li> <li>• Name That Letter</li> <li>• Name Game (What’s Your Name?)</li> <li>• Words in Your World</li> </ul>
With prompting and support, run their finger under or over print as they pretend to read text.	Sing a Rhyme Songs/Books feature animation that simulates pages turning one by one, from front to back, as the singer sings the nursery rhyme. At the end of the story, the pages flip back to the front and the narrator reads the text as a graphic of a hand and index finger tracks the highlighted words
Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, direction of print).	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letter Sound Instruction</li> <li>• Letter Pictures</li> <li>• Letters Make Words</li> </ul>
Recognize differences among letters, words, and numerals.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Distinguish Letters (Alphabet Introduction)</li> </ul>
Read own first name.	<ul style="list-style-type: none"> <li>• Name Game (What’s Your Name?)</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 51: CHILDREN DEMONSTRATE APPRECIATION AND ENJOYMENT OF READING</b> <i>continued</i>	
Find objects in a picture with the same beginning sound, with assistance (all items that begin with a “b”).	<ul style="list-style-type: none"> <li>Initial Sound</li> <li>Right Initial Sound</li> <li>Letter Sound</li> <li>Sound Room</li> </ul>
Differentiate among similar-sounding words in pronunciation and listening skills (three and tree).	<ul style="list-style-type: none"> <li>Rhyming Words</li> </ul>
Provide one or more words that rhyme with a single word (What rhymes with log?).	<ul style="list-style-type: none"> <li>Rhyming Words</li> <li>Rhyme</li> <li>Rhyme Match</li> <li>Finish the Picture</li> <li>One Doesn’t Rhyme</li> </ul>
Use character voices when retelling a story or event.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Sum Up: Remember Order</li> <li>Sum Up: Five Ws</li> <li>What Comes Next?</li> <li>Missing Pictures</li> </ul>
Begin to create and invent words by substituting one sound for another (Band-Aid/dambaid).	<ul style="list-style-type: none"> <li>Barnyard Bash</li> <li>One, Two, Three Sounds</li> <li>Circus Clown Climbers</li> <li>Change One Sound</li> </ul>
Recognize function of common labels in the environment (bathroom sign).	<ul style="list-style-type: none"> <li>Words in Your World</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Enter and Exit Signs</li> </ul>
Use a simple cookbook, map, or similar printed material with assistance.	<ul style="list-style-type: none"> <li>Books: Birds at My House; The Pizza Book</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Pattern Block Puzzles</li> </ul>
Enjoy “how-to” books, non-fiction, and reference books.	<ul style="list-style-type: none"> <li>Books: The Pizza Book; The Piñata Book</li> </ul>
Share and talk about books with peers	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Informational Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Look for books of interest.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Informational Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Show interest in learning to read and make attempts at ‘reading’ favorite books aloud.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Read-Along Books</li> <li>Informational Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 51: CHILDREN DEMONSTRATE APPRECIATION AND ENJOYMENT OF READING <i>continued</i></b>	
Pay attention to story and engage during entire picture book read aloud.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Have a favorite author/illustrator or series of books.	<ul style="list-style-type: none"> <li>• My Super Sticky Sandwich, Mine, and A Story in the Snow by Elizabeth Lane</li> <li>• Animals in the House, Fudge For Sale, and Shopping Day by Laura Smith</li> </ul>
Identify book parts and features such as the front, back, title and author.	<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> <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
<b>GOAL 52: CHILDREN USE WRITING FOR A VARIETY OF PURPOSES</b>	
Know the difference between printed letters and drawings.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
Create increasingly recognizable drawings, including attempts to represent human figures, older preschool expands drawings to include other objects, pets, scenery.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Child may identify and refine or revise symbols to represent concepts and ideas they are exploring (squiggly lines for curly hair).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Attempt to copy letters of the alphabet.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
Label pictures using letter-like marks.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
Try to connect sounds in spoken words with the written form.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Where Is The Sound?</li> </ul>
Show interest in using approximations of letters to write their own name or other familiar words.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What's Your Name?)</li> </ul>
May use invented spelling with consistent or logical beginning sound substitutions.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Where Is The Sound?</li> </ul>

ALASKA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 52: CHILDREN USE WRITING FOR A VARIETY OF PURPOSES</b> <i>continued</i>	
Attempt to convey meaning through writing.	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Name That Letter Sound</li> <li>Sound Room</li> <li>Choose a Sound</li> <li>Where Is The Sound?</li> </ul>
Dictate a story for an adult to put in print	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings.
Begin to hold marker/pencil in a tripod grasp (48 months).	<b>Resources:</b> <ul style="list-style-type: none"> <li>Pencil Grip</li> </ul>
Write/draw/illustrate for a variety of purposes.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
May attempt to write a short phrase or greeting	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Letters Make Words</li> <li>Print Concepts</li> </ul>
May print several alphabetic letters for given letter names.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> </ul>
Show an interest in writing his or her first name.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Name Game (What's Your Name?)</li> </ul>
Make a simple storybook using pictures, personal experience or culture and some words, with assistance.	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Letters Make Words</li> <li>Print Concepts</li> </ul>
Create a variety of written products that may or may not communicate intended message phonetically.	<ul style="list-style-type: none"> <li>Dots, Lines, and Circles</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Letters Make Words</li> <li>Print Concepts</li> </ul>
Show an interest in copying simple words posted in the classroom or in the environment.	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> <li>Letters Make Words</li> </ul>
May attempt to independently write some words using invented spelling	<ul style="list-style-type: none"> <li>Letter Sound Songs</li> <li>Letter Sound</li> <li>Name That Letter Sound</li> <li>Sound Room</li> <li>Choose a Sound</li> <li>Where Is The Sound?</li> </ul>
Demonstrate understanding of print conventions when creating documents (text moves from left to right, page order, etc.).	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> </ul>



## 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



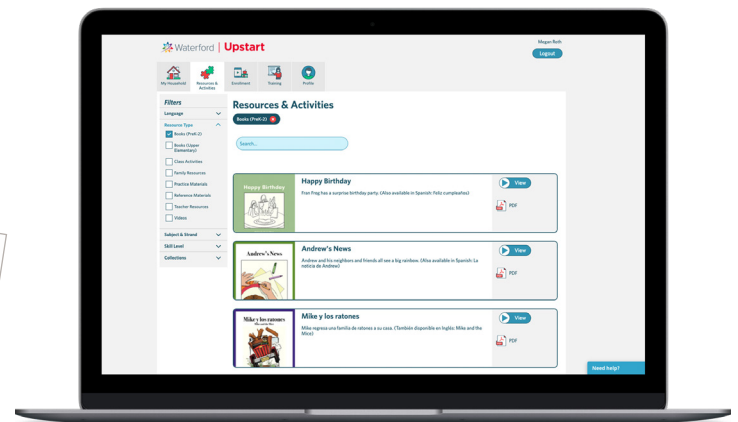
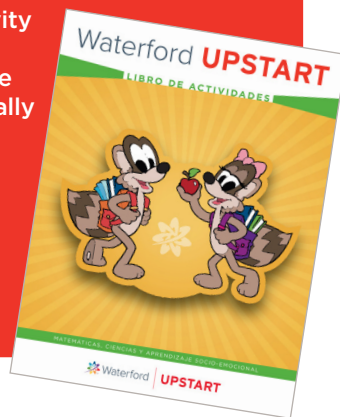
## FAMILY ENGAGEMENT

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.