



# CURRICULUM *Correlation*

*Waterford  
Upstart*

99%

*Connecticut  
Early Learning  
and Development  
Standards 2014*

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CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>COGNITION</b>	
<b>STRAND A: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO DEVELOP EFFECTIVE APPROACHES TO LEARNING.</b>	
<b>CURIOSITY AND INITIATIVE</b>	
C.60.1 Investigate ways to make something happen	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Magnets</li> </ul>
<b>ENGAGEMENT WITH ENVIRONMENT, PEOPLE, AND OBJECTS</b>	
C.60.2 Express interest in learning about a specific topic over time	<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>• Science Investigation</li> </ul>
C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>EAGERNESS TO LEARN</b>	
C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Mama's Melody</li> <li>• The Picnic</li> </ul>
<b>COOPERATION WITH PEERS IN LEARNING EXPERIENCES</b>	
C.60.5 Plan and complete learning activity with a peer	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
C.60.6 Model or teach peers how to use materials or complete a task	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Baby Wants Berries</li> </ul>
<b>STRAND B: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO USE LOGIC AND REASONING.</b>	
<b>CAUSE AND EFFECT</b>	
C.60.7 Try multiple uses of same materials and observe differing results	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
<b>ATTRIBUTES, SORTING, AND PATTERNS</b>	
C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Size</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Large Small Toys</li> <li>• Big Little Animals</li> </ul>

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>ATTRIBUTES, SORTING, AND PATTERNS</b> <i>continued</i>	
C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Calendar</li> <li>• Yesterday/Tomorrow</li> <li>• Patterns</li> </ul>
C.60.10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says...”)	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>PROBLEM SOLVING</b>	
C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas)	<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>• Science Investigation</li> </ul>
<b>SYMBOLIC REPRESENTATION</b>	
C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand)	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Real and Make-believe</li> </ul>
C.60.14 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>STRAND C: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO STRENGTHEN EXECUTIVE FUNCTION.</b>	
<b>CHOOSING AND PLANNING</b>	
C.6.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>TASK PERSISTENCE</b>	
C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration	Engaging activities in Waterford hold children’s attention and build persistence by allowing them to select Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.
<b>COGNITIVE FLEXIBILITY</b>	
C.60.17 Generate or seek out multiple solutions to a problem	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>WORKING MEMORY</b>	
LR.60.18 Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, “My mom used a screwdriver to fix our shelf.”)	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules on topics that encourage children to contribute personal experiences.

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>REGULATION OF ATTENTION AND IMPULSES</b>	
C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest.
C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool)	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.”
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>STRAND A: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO DEVELOP TRUSTING HEALTHY ATTACHMENTS AND RELATIONSHIPS WITH PRIMARY CAREGIVERS.</b>	
<b>TRUSTING RELATIONSHIPS</b>	
SE.60.1 Seek help and approval from a wider array of adults in trusted roles	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Squirrel’s Blocks</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Trusted Adults</li> <li>• Community Helpers</li> </ul>
<b>MANAGING SEPARATION</b>	
SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends’ caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Trusted Adults</li> <li>• Community Helpers</li> </ul>
<b>STRAND B: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO DEVELOP SELF-REGULATION.</b>	
<b>REGULATION OF EMOTIONS AND BEHAVIOR</b>	
SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family	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.”
SE.60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>REGULATION OF IMPULSES AND BEHAVIOR</b>	
SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support	<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>• Lost Dinosaur</li> </ul>
SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities.

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>STRAND C: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO DEVELOP, EXPRESS, RECOGNIZE AND RESPOND TO EMOTIONS.</b>	
<b>EMOTIONAL EXPRESSION</b>	
SE.60.8 Describe emotions and feelings to trusted adults and peers	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Lost Dinosaur</li> <li>• Squirrel Blocks</li> <li>• Clubhouse</li> <li>• Papa’s Thumb</li> <li>• Lost Keys</li> <li>• Where’s Papa?</li> <li>• Lost and Found</li> <li>• Broken Vase</li> <li>• Come Inside</li> </ul>
<b>RECOGNITION AND RESPONSE TO EMOTIONS IN OTHERS</b>	
SE.60.9 Recognize and show acknowledgment of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness)	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Baby’s Blocks</li> <li>• Boo Hoo Baby</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Please and Thank You</li> <li>• Teaching Children Manners</li> </ul>
<b>STRAND D: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO DEVELOP SELF-AWARENESS, SELF-CONCEPT AND COMPETENCE.</b>	
<b>SENSE OF SELF</b>	
SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Family</li> <li>• My Name Is Squirrel</li> </ul>
<b>PERSONAL PREFERENCES</b>	
SE.60.12 Describe self by referring to preferences, thoughts and feelings	<ul style="list-style-type: none"> <li>• Books: Lumpy Mush; Ooey, Goopy Mud; I Hate Peas; Bad News Shoes</li> </ul>
<b>SELF-CONCEPT AND COMPETENCY</b>	
SE.60.13 Demonstrate increased confidence and willingness to take risks when attempting new tasks and making decisions regarding activities and materials	<ul style="list-style-type: none"> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>
SE.60.14 Show pride in accomplishments and abilities	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> <li>• The Picnic</li> </ul>
<b>STRAND E: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO DEVELOP SOCIAL RELATIONSHIPS.</b>	
<b>ADULT RELATIONSHIPS</b>	
SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>PLAY/FRIENDSHIP</b>	
SE.60.16 Cooperate with peers through sharing and taking turns	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> </ul>
SE.60.18 Seek help from peers and offer assistance when it is appropriate	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>CONFLICT RESOLUTION</b>	
SE.60.19 Engage in developing solutions and work to resolve conflict with peers	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>PHYSICAL DEVELOPMENT AND HEALTH</b>	
<b>STRAND A: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO DEVELOP GROSS MOTOR SKILLS.</b>	
<b>MOBILITY</b>	
PH.60.1 Alternate direction while running and stop easily 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.
<b>LARGE MUSCLE MOVEMENT AND COORDINATION</b>	
PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, 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.
<b>STRAND B: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO DEVELOP FINE MOTOR SKILLS.</b>	
<b>VISUAL MOTOR INTEGRATION</b>	
PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.
<b>SMALL MUSCLE MOVEMENTS AND COORDINATION</b>	
PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar)	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<p><b>STRAND C: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO ACQUIRE ADAPTIVE SKILLS.</b> NOTE: CONSIDERATION OF CULTURAL BELIEFS AND PREFERENCES ACROSS THESE DEVELOPMENTAL PROGRESSIONS IS CRITICAL.</p>	
<p>FEEDING ROUTINES/NUTRITION</p>	
<p>PH.60.6 Use butter knife to spread and cut. Open most containers to remove food</p>	<p>The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.</p>
<p>SAFETY AND RESPONSIBILITY</p>	
<p>PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community</p>	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
<p>DRESSING AND HYGIENE</p>	
<p>PH.60.8 Typically manage own dressing, toileting and basic hygiene</p>	<p>Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.</p>
<p><b>STRAND D: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO MAINTAIN PHYSICAL HEALTH STATUS AND WELL-BEING.</b> NOTE: CONSIDERATION OF CULTURAL BELIEFS AND PREFERENCES ACROSS THESE DEVELOPMENTAL PROGRESSIONS IS CRITICAL.</p>	
<p>PHYSICAL ACTIVITY</p>	
<p>PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day</p>	<p>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.</p>
<p>HEALTHY BEHAVIORS</p>	
<p>PH.60.10 Identify healthy practices including hygiene, nutrition and sleep</p>	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Books: The Germs; We All Exercise</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>
<p><b>LANGUAGE AND LITERACY</b></p>	
<p><b>STRAND A: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO UNDERSTAND LANGUAGE (RECEPTIVE LANGUAGE).</b></p>	
<p>WORD COMPREHENSION</p>	
<p>L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts</p>	<p>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.</p>
<p>L.60.2 Determine the meanings of unknown words/ concepts using the context of conversations, pictures or concrete objects</p>	<p>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.</p>



CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>LANGUAGE COMPREHENSION</b>	
L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”)	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often listening to complex sentences and following multi-step directions.
<b>STRAND B: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO USE LANGUAGE (EXPRESSIVE LANGUAGE).</b>	
<b>VOCABULARY</b>	
L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	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.
L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)	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.
<b>EXPRESSION OF IDEAS, FEELINGS AND NEEDS</b>	
L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks; Large, Larger, Largest; Savanna Size</li> <li>• Book: Up in the Air</li> <li>• Vocabulary</li> <li>• Build Knowledge</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>
<b>LANGUAGE STRUCTURE</b>	
L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals	Social-emotional videos model conversations and discussions between various characters that demonstrate the conventions of Standard English grammar, with appropriate conversation rules, as they communicate in complete sentences.
L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Vocabulary</li> <li>• Build Knowledge</li> </ul>
<b>STRAND C: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO USE LANGUAGE FOR SOCIAL INTERACTION</b>	
<b>CONVENTIONS OF CONVERSATION</b>	
L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions	Social-emotional videos model conversations initiated by various characters as they develop ideas and ask and answer relevant questions.

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>LANGUAGE FOR INTERACTION</b>	
L.60.10 Use language to share ideas and gain information	<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; I Want to Be a Mathematician Like Pythagoras</li> <li>• Science Investigation</li> </ul>
<b>STRAND D: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO GAIN BOOK APPRECIATION AND KNOWLEDGE.</b>	
<b>INTEREST AND ENGAGEMENT WITH BOOKS</b>	
L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>
<b>UNDERSTANDING OF STORIES OR INFORMATION (STORIES OR INFORMATION MAY BE SHARED THROUGH ORAL STORYTELLING, SHARING OF PICTURES AND/OR BOOKS)</b>	
L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> <li>• Picture Story</li> </ul>
L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
L.60.14 Use connections between self and character, experience and emotions to increase comprehension	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Step Into the Story</li> <li>• Connect to Me</li> </ul>
<b>STRAND E: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO GAIN KNOWLEDGE OF PRINT AND ITS USES.</b>	
<b>BOOK CONCEPTS</b>	
L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language)	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>BOOK CONCEPTS</b> <i>continued</i>	
L.60.16 Know that books have titles, authors, illustrators or photographers	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.
L.60. 17 Recognize words as a unit of print and that letters are grouped to form words	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words tell about the Pictures</li> </ul>
<b>PRINT CONCEPTS</b>	
L.60.18 Identify some familiar printed words out of context	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words tell about the Pictures</li> <li>• Words in Your World</li> </ul>
L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Picture Story</li> </ul>
<b>LETTER RECOGNITION</b>	
L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Match (Alphabet Review)</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Find the Letter</li> <li>• Name That Letter</li> </ul>
L.60.21 Make some letter-sound connections	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> </ul>
<b>STRAND F: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO DEVELOP PHONOLOGICAL AWARENESS.</b>	
<b>PHONOLOGICAL AWARENESS</b>	
L.60.22 Produce rhyming words or words that have same initial sound	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
L.60.23 Recognize which words in a set of words begin with the same sound	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
L.60.24 Distinguish syllables in words	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>STRAND G: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO CONVEY MEANING THROUGH DRAWING, LETTERS AND WORDS.</b>	
<b>DRAWING AND WRITING</b>	
L.60.25 Draw original stories with a beginning, middle and end	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
<b>CREATIVE ARTS</b>	
<b>STRAND A: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO ENGAGE IN AND ENJOY THE ARTS.</b>	
<b>MUSIC</b>	
CA.60.1 Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song)	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Mama's Melody</li> </ul>
CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program.
CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft)	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program.
CA.60.4 Create music using their voices and/or a variety of instruments and materials	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
<b>VISUAL ARTS</b>	
CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
<b>DRAMA</b>	
CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time)	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
<b>DANCE</b>	
CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees -- sway arms, wiggle fingers, stretch, fall to ground)	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>STRAND B: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO EXPLORE AND RESPOND TO CREATIVE WORKS.</b>	
<b>APPRECIATION OF THE ARTS</b>	
CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
<b>MATHEMATICS</b>	
<b>STRAND A: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO UNDERSTAND COUNTING AND CARDINALITY.</b>	
<b>NUMBER NAMES</b>	
M.60.1 Say or sign the number sequence up to at least 20	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Order Numbers</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> </ul>
<b>CARDINALITY</b>	
M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Math Books (See titles at end of document.)</li> <li>• One-to-one Correspondence</li> <li>• Number Counting</li> <li>• Order Numbers</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>
M.60.3 Count out a set of objects up to five	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Books</li> <li>• Number Instruction</li> <li>• Number Counting</li> <li>• Make and Count Groups</li> </ul>
<b>WRITTEN NUMERALS</b>	
M.60.4 Recognize written numerals up to at least 10	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Math Books (See titles at end of document.)</li> <li>• Number Instruction</li> </ul>
<b>RECOGNITION OF QUANTITY</b>	
M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items	<ul style="list-style-type: none"> <li>• Moving Target (Dot)</li> <li>• Bug Fun</li> </ul>

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>COMPARISON</b>	
M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>
<b>STRAND B: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO UNDERSTAND AND DESCRIBE RELATIONSHIPS TO SOLVE PROBLEMS (OPERATIONS AND ALGEBRAIC THINKING).</b>	
<b>NUMBER OPERATIONS</b>	
M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five	<ul style="list-style-type: none"> <li>• Songs: Addition; On the Bayou; Pirates Can Add; Bakery Subtraction; Subtract Those Cars</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>
M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)	<ul style="list-style-type: none"> <li>• Sums to 5</li> <li>• Add Groups</li> <li>• Minuends to 5</li> <li>• Subtract From 5</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
<b>STRAND C: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO UNDERSTAND THE ATTRIBUTES AND RELATIVE PROPERTIES OF OBJECTS (MEASUREMENT AND DATA).</b>	
<b>MEASUREMENT</b>	
M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Size</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> <li>• Length</li> <li>• Capacity</li> </ul>
M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or nonstandard measurement tools	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Capacity</li> <li>• Length</li> <li>• Weight</li> </ul>
<b>DATA</b>	
M.60.11 Represent data using a concrete object or picture graph according to one attribute	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<i>DATA continued</i>	
<p>M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute</p>	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> </ul>
<p><b>STRAND D: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO UNDERSTAND SHAPES AND SPATIAL RELATIONSHIPS (GEOMETRY AND SPATIAL SENSE).</b></p>	
<p><b>SPATIAL RELATIONSHIPS</b></p>	
<p>M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object</p>	<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>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> </ul>
<p><b>IDENTIFICATION OF SHAPES</b></p>	
<p>M.60.14 Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size</p>	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> </ul>
<p><b>COMPOSITION OF SHAPES</b></p>	
<p>M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> <li>• Puzzles</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Shape Puzzles</li> </ul>
<p><b>SCIENCE</b></p>	
<p><b>STRAND A: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO APPLY SCIENTIFIC PRACTICES.</b></p>	
<p><b>QUESTIONING AND DEFINING PROBLEMS</b></p>	
<p>S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”)</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>
<p><b>INVESTIGATING</b></p>	
<p>S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships</p>	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; The Five Senses</li> <li>• Science Investigation</li> </ul>

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>INVESTIGATING</b> <i>continued</i>	
S.60.3 Gather data by drawing, counting or otherwise documenting observations	<ul style="list-style-type: none"> <li>• Books: Milton’s Mittens; One More Cat</li> <li>• Science Tools</li> <li>• Science Investigation</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
<b>USING EVIDENCE</b>	
S.60.4 Give evidence from observations or investigations	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Tools</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
S.60.5 Begin to distinguish evidence from opinion	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: Milton’s Mittens; One More Cat</li> <li>• Science Tools</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
<b>STRAND B: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO ENGAGE IN THE PROCESS OF ENGINEERING.</b>	
<b>DESIGN CYCLE</b>	
S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>
<b>STRAND C: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO UNDERSTAND PATTERNS, PROCESS AND RELATIONSHIPS OF LIVING THINGS.</b>	
<b>UNITY AND DIVERSITY OF LIFE</b>	
S.60.7 Group and classify living things based upon features, providing evidence to support groupings	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Food From Plants; Measuring Plants; Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Plants</li> </ul>
S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Food From Plants; Measuring Plants; Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Plants</li> </ul>
<b>LIVING THINGS AND THEIR INTERACTIONS WITH THE ENVIRONMENT AND EACH OTHER</b>	
S.60.9 Provide examples of how animals depend on plants and other animals for food	<ul style="list-style-type: none"> <li>• Songs: Food from Plants; What Animals Eat</li> <li>• Book: Follow the Apples!</li> <li>• Food from Plants</li> </ul>



CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>STRAND D: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO UNDERSTAND PHYSICAL SCIENCES.</b>	
<b>ENERGY, FORCE AND MOTION</b>	
S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>
S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>
<b>MATTER AND ITS PROPERTIES</b>	
S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Magnets</li> </ul>
S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.)	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Solid or Liquid</li> <li>• Book: Pancakes Matter</li> <li>• Solid and Liquid</li> </ul>
<b>STRAND E: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO UNDERSTAND FEATURES OF EARTH.</b>	
<b>EARTH'S FEATURES AND THE EFFECTS OF WEATHER AND WATER</b>	
S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.)	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Joanne Simpson</li> <li>• Weather</li> <li>• Clouds</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
<b>EARTH AND HUMAN ACTIVITY</b>	
S.60.15 Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.)	<ul style="list-style-type: none"> <li>• Songs: I am Part of All I See, Conservation, Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>
<b>SOCIAL STUDIES</b>	
<b>STRAND A: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO UNDERSTAND SELF, FAMILY AND A DIVERSE COMMUNITY.</b>	
<b>INDIVIDUAL DEVELOPMENT AND IDENTITY</b>	
SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families	<ul style="list-style-type: none"> <li>• Books: Mine; Moving Day; George and Jack; Seeing Fingers; Noise? What Noise?</li> </ul>
<b>CULTURE</b>	
SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Books: The Story Cloth; Treasures From the Loom; Lorenzo's Llama; Duc Tho Le's Birthday Present; Moving Day; Yangshi's Perimeter; Tortillas, Tortillas</li> </ul>

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>STRAND B: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO LEARN ABOUT PEOPLE AND THE ENVIRONMENT.</b>	
<b>POWER, AUTHORITY AND GOVERNANCE</b>	
SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. <b>Resources:</b> • Good Playing Rules
<b>PEOPLE, PLACES AND ENVIRONMENTS</b>	
SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; I am Part of All I See; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>
SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)	<ul style="list-style-type: none"> <li>• Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul>
<b>CIVIC IDEALS AND PRACTICES</b>	
SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>STRAND C: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO DEVELOP AN UNDERSTANDING OF ECONOMIC SYSTEMS AND RESOURCES.</b>	
<b>INDIVIDUALS, GROUPS AND INSTITUTIONS</b>	
SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers	<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; I Want to Be a Mathematician Like Pythagoras; My Reptile Hospital</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• I Love My Hat</li> <li>• Role Play</li> </ul>
<b>PRODUCTION, DISTRIBUTION AND CONSUMPTION</b>	
SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs	<ul style="list-style-type: none"> <li>• Songs: Money; Save Your Pennies</li> <li>• Books: Bugs For Sale; Fudge For Sale</li> </ul>
<b>SCIENCE, TECHNOLOGY AND SOCIETY</b>	
SS.60.9 Begin to be aware of technology and how it affects life	While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor) and learn to use them properly. <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>

CONNECTICUT STANDARDS	WATERFORD RESOURCES
<b>STRAND D: EARLY LEARNING EXPERIENCES WILL SUPPORT CHILDREN TO UNDERSTAND CHANGE OVER TIME.</b>	
<b>TIME, CONTINUITY AND CHANGE</b>	
SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community	<ul style="list-style-type: none"> <li>• Books: I Can't Wait; The Old Maple Tree</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>
SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Books: That's What I Like: A Book About Seasons; I Can't Wait</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</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





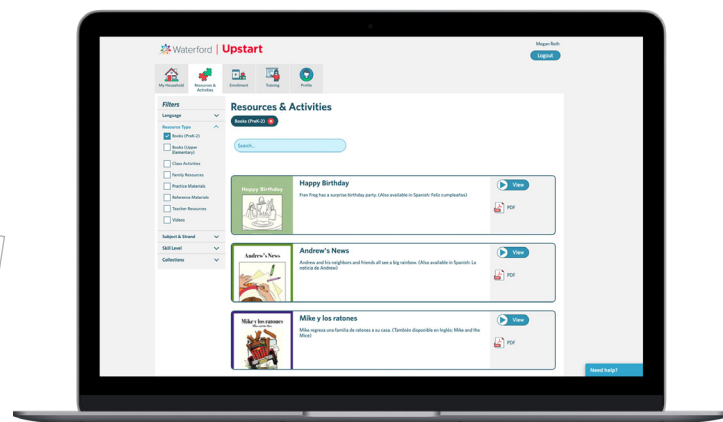
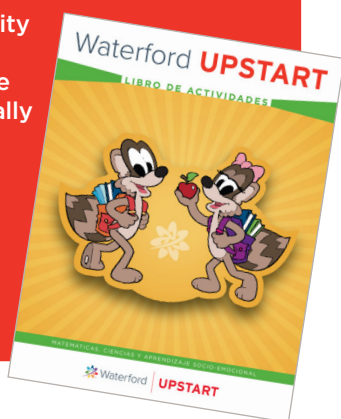
## FAMILY ENGAGEMENT

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, Goopy Mud; Fawn Eyes; Garden Visitors; Little Monkey; The Alligator in the Library; A Story in the Snow; Shell Houses; Lost Socks; Lumpy Mush; The Germs; The Swing; The Watermelon Seed; Moon Song; What Is a Cloud?; Legs; In the Rain; Moving Day; Seeing Fingers; Play Ball

### CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford.org is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.