

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*Indiana Early  
Learning  
Foundations  
2015*

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INDIANA STANDARDS	WATERFORD RESOURCES
<b>ENGLISH/LANGUAGE ARTS FOUNDATIONS</b>	
<b>ENGLISH/LANGUAGE ARTS FOUNDATIONS 1: COMMUNICATION PROCESS</b>	
<b>ELA1.1 DEMONSTRATE RECEPTIVE COMMUNICATION</b>	
Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• It's Not Fair!</li> </ul>
Listen to and follow multi-step directions	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often following multi-step directions.
<b>ELA1.2 DEMONSTRATE EXPRESSIVE COMMUNICATION</b>	
Demonstrate continual growth in increasingly varied and complex 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.
Use complex gestures and actions to communicate	<ul style="list-style-type: none"> <li>• Book: Noise? What Noise?</li> </ul>
Use complex sentences	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>
Describe activities, experiences, and stories with expanded detail	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> </ul>
Change word tense to indicate time	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Sum Up: Remember Order</li> <li>• Verbs</li> </ul>
<b>ELA1.3 DEMONSTRATE ABILITY TO ENGAGE IN CONVERSATIONS</b>	
Answer questions posed by adults or peers	Question and response conversations within Waterford's social-emotional videos provide examples for students to ask and answer questions.
Ask questions for understanding and clarity	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Find an Answer</li> </ul>
Make on-topic comments	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
Stay on topic in two-way conversation that involves multiple turns	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
Communicate actively in group activities	Waterford's Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.

INDIANA STANDARDS	WATERFORD RESOURCES
<b>ENGLISH/LANGUAGE ARTS FOUNDATION 2: EARLY READING</b>	
<b>ELA2.1: DEMONSTRATE AWARENESS OF THE ALPHABET</b>	
Recognize and identify most uppercase and some lowercase letters	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Name That Letter</li> <li>• Fast Letter Fun</li> </ul>
Recognize own name in print	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> </ul>
<b>ELA2.2: DEMONSTRATE PHONOLOGICAL AWARENESS</b>	
Demonstrate basic knowledge of letter-sound correspondence	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Choose a Sound</li> </ul>
Engage in rhyming games and songs; can complete a familiar rhyme	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>
Make rhymes to simple words	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>
Identify, blend, and segment syllables in spoken words with modeling and support	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> </ul>
Isolate the initial sound in some words	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
<b>ELA2.3: DEMONSTRATE AWARENESS AND UNDERSTANDING OF CONCEPTS OF PRINT</b>	
Know features of books such as title, author, and illustrator	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.

INDIANA STANDARDS	WATERFORD RESOURCES
<b>ELA2.3: DEMONSTRATE AWARENESS AND UNDERSTANDING OF CONCEPTS OF PRINT</b> <i>continued</i>	
Understand that print carries meaning	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Print Concepts</li> <li>• Picture Story</li> </ul>
Track words in a book from left to right, top to bottom, and page to page with adult support	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. The lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>
<b>ELA2.4: DEMONSTRATE COMPREHENSION</b>	
Respond and interact with stories (fictional and nonfictional)	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Real and Make-believe</li> </ul>
Answer questions about a story	<ul style="list-style-type: none"> <li>• Find an Answer</li> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Peek at the Story</li> <li>• What Comes Next?</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> </ul>
Retell familiar stories	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> </ul>
<b>ENGLISH/LANGUAGE ARTS FOUNDATIONS 3: EARLY WRITING</b>	
<b>ELA3.1: DEMONSTRATE MECHANICS OF WRITING</b>	
Create letter like shapes, symbols, letters, and words with modeling and support	<ul style="list-style-type: none"> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letters Make Words</li> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
Copy more complex lines, shapes, and some letters	<ul style="list-style-type: none"> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letters Make Words</li> <li>• Dots, Lines, and Circles</li> </ul>
Use writing tools	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>ELA3.2: DEMONSTRATE ABILITY TO COMMUNICATE A STORY</b>	
Create writing with the intent of communicating	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Dictate a story that demonstrates simple details and narrative structure	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.

INDIANA STANDARDS	WATERFORD RESOURCES
<b>ELA3.2: DEMONSTRATE ABILITY TO COMMUNICATE A STORY <i>continued</i></b>	
Use letters, symbols, and words to share an idea with someone	<ul style="list-style-type: none"> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letters Make Words</li> <li>• Dots, Lines, and Circles</li> </ul>
Use writing to label drawings	<ul style="list-style-type: none"> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letters Make Words</li> <li>• Dots, Lines, and Circles</li> </ul>
<b>MATHEMATICS FOUNDATIONS</b>	
<b>MATHEMATICS FOUNDATION 1: NUMERACY</b>	
<b>M1.1: DEMONSTRATE STRONG SENSE OF COUNTING</b>	
Count the number sequence 1-20	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> </ul>
Count backward from 10	<ul style="list-style-type: none"> <li>• Song: Counting Backward</li> <li>• Count Down</li> </ul>
Recognize the last number name said tells the number of objects counted	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Instruction</li> </ul>
Draw pictures, symbols, or use manipulatives to represent spoken number 0-10	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>
Identify, without counting, small quantities of items (14) presented in an irregular or unfamiliar pattern (subitize)	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> </ul>
<b>M1.2: DEMONSTRATE UNDERSTANDING OF WRITTEN NUMERALS</b>	
Match number symbols with amounts 1-10	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Number Books (See titles at end of document.)</li> <li>• Number Instruction</li> <li>• Number Practice</li> <li>• Number Counting</li> <li>• Bug Bits</li> </ul>
Name written numerals from 0-10	<ul style="list-style-type: none"> <li>• Number Books (See titles at end of document.)</li> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Number Practice</li> </ul>
Write numerals 1-10	<ul style="list-style-type: none"> <li>• Number Books (See titles at end of document.)</li> <li>• Number Instruction</li> <li>• Number Practice</li> </ul>

INDIANA STANDARDS	WATERFORD RESOURCES
<b>M1.3: RECOGNITION OF NUMBER RELATIONS</b>	
Identify when 2 sets are equal using matching and counting strategies	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Make and Count Groups</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>
Correctly use the words for position	<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> <li>• Inside, Outside, Between</li> </ul>
Compare the values of two numbers from 1 to 10 presented as written numerals	<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, Fewer Than</li> </ul>
Demonstrate the understanding of the concept of before	<ul style="list-style-type: none"> <li>• Number Chart</li> <li>• Counting Songs</li> </ul>
<b>MATHEMATICS FOUNDATION 2: COMPUTATION AND ALGEBRAIC THINKING</b>	
<b>M2.1: EXHIBIT UNDERSTANDING OF MATHEMATIC STRUCTURE</b>	
Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
<b>M2.2: DEMONSTRATE AWARENESS OF PATTERNING</b>	
Begin to create and extend a new simple pattern	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
Understand sequence of events when clearly explained	<ul style="list-style-type: none"> <li>• First, Next, Last</li> <li>• What Comes Next?</li> <li>• Sum Up: Remember Order</li> </ul>
<b>MATHEMATICS FOUNDATION 3: DATA ANALYSIS</b>	
<b>M3.1: DEMONSTRATE UNDERSTANDING OF CLASSIFYING</b>	
Explain simple sorting or classifying strategies	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> </ul>

INDIANA STANDARDS	WATERFORD RESOURCES
<b>M3.1: DEMONSTRATE UNDERSTANDING OF CLASSIFYING</b> <i>continued</i>	
Sort a group of objects in multiple ways	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> <li>• Big Little Animals</li> <li>• Large Small Toys</li> </ul>
Create and describe simple graphs	<ul style="list-style-type: none"> <li>• Song: Graphing</li> <li>• Calendar/Graph Weather</li> </ul>
<b>MATHEMATICS FOUNDATION 4: GEOMETRY</b>	
<b>M4.1: UNDERSTANDING OF SPATIAL RELATIONSHIPS</b>	
Complete lined tangram or pattern block puzzles using basic shapes	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</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>• Tangrams</li> <li>• Geoboard</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Shape Puzzles</li> </ul>
Use position terms such as above, below, beside, and between	<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> <li>• Inside, Outside, Between</li> </ul>
<b>M4.2: EXHIBIT ABILITY TO IDENTIFY, DESCRIBE, ANALYZE, COMPARE, AND CREATE SHAPES.</b>	
Use the attributes of shapes to distinguish between shapes	<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> <li>• Geoboard</li> </ul>
Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</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>



INDIANA STANDARDS	WATERFORD RESOURCES
<b>MATHEMATICS FOUNDATION 5: MEASUREMENT</b>	
<b>M5.1: UNDERSTAND CONCEPT OF TIME</b>	
Know daily concepts of earlier and later, morning and afternoon	<ul style="list-style-type: none"> <li>• Book: Mr. Romano’s Secret: A Time Story</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>
<b>M5.2: UNDERSTAND MEASUREMENT THROUGH DESCRIPTION AND COMPARISON</b>	
Directly compare and describe two or more objects with a measurable attribute	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Match</li> <li>• Size</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Capacity</li> </ul>
Measure length and volume (capacity) using non-standard measurement tools	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> </ul>
<b>SCIENCE FOUNDATIONS</b>	
<b>SCIENCE FOUNDATION 1: PHYSICAL SCIENCE</b>	
<b>SC1.1: DEMONSTRATE ABILITY TO EXPLORE OBJECTS IN THE PHYSICAL WORLD</b>	
Use senses to describe concepts of weight, motion, and force	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Push and Pull</li> <li>• Books: I Wish I Had Ears Like a Bat; Mr. Mario’s Neighborhood</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Push and Pull</li> <li>• Heavy and Light</li> </ul>
Ask questions and draw conclusions about physical properties and the physical world	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Books: Where in the World Would You Go Today?; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Investigation</li> </ul>
<b>SC1.2: DEMONSTRATE AWARENESS OF THE PHYSICAL PROPERTIES OF OBJECTS</b>	
Identify materials that make up objects	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Materials</li> </ul>
Use evidence from investigations to describe observable properties of objects	<ul style="list-style-type: none"> <li>• Song: Matter</li> <li>• Science Investigation</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> </ul>
Sort objects into categories based on physical attributes and explain reasoning	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> <li>• Sort</li> </ul>

INDIANA STANDARDS	WATERFORD RESOURCES
SCIENCE FOUNDATION 2: EARTH AND SPACE SCIENCE	
SC2.1: RECOGNIZE THE CHARACTERISTICS OF EARTH AND SKY	
Describe how shadows change through the day	<ul style="list-style-type: none"> <li>• Books: My Family Cookout; Thump, Bump!</li> <li>• Sun</li> </ul>
Describe typical day and night activities	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Books: Star Pictures; Moon Song</li> <li>• Sun</li> <li>• Moon</li> <li>• Clouds</li> <li>• Constellations</li> </ul>
Classify various earth materials	<ul style="list-style-type: none"> <li>• Sort</li> <li>• Materials</li> <li>• Rocks</li> <li>• Heavy and Light</li> </ul>
Describe how the Earth’s surface is made up of different materials	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like George Washington Carver; Water Is All Around; Where in the World Would You Go Today?</li> <li>• Science Investigation</li> <li>• Water</li> <li>• Rocks</li> </ul>
SC2.2: RECOGNIZE SEASONAL AND WEATHER RELATED CHANGES	
Communicate awareness of seasonal changes	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Summer</li> <li>• Spring</li> <li>• Winter</li> <li>• Fall</li> </ul>
Describe how weather changes	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: That’s What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Summer</li> <li>• Spring</li> <li>• Winter</li> <li>• Fall</li> </ul>
SCIENCE FOUNDATION 3: LIFE SCIENCE	
SC3.1: DEMONSTRATE AWARENESS OF LIFE	
Differentiate animals from plants	<ul style="list-style-type: none"> <li>• Song: Plant or Animal</li> <li>• Plant or Animal</li> <li>• Plants</li> </ul>
Discriminate between living organisms and non-living objects	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> <li>• I Want to Be a Scientist Like George Washington Carver</li> </ul>

INDIANA STANDARDS	WATERFORD RESOURCES
<b>SC3.1: DEMONSTRATE AWARENESS OF LIFE</b> <i>continued</i>	
Ask questions and conduct investigations to understand life science	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Living or Nonliving</li> <li>• Plant or Animal</li> <li>• Sun</li> <li>• Water</li> <li>• Observe a Simple System</li> </ul>
Identify and describe the function of body parts	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Amazing Tails; Animal Bodies; Fawn Eyes</li> <li>• Body Parts</li> <li>• Parts of the Face</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Taste</li> <li>• Smell</li> </ul>
<b>SCIENCE FOUNDATION 4: ENGINEERING</b>	
<b>SC4.1: DEMONSTRATE ENGINEERING DESIGN SKILLS</b>	
Select materials and implement a designated plan	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Wilbur and Orville Wright; Inventions All Around</li> <li>• Science Investigation</li> <li>• Materials</li> </ul>
Evaluate and communicate solution outcomes	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: 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>
Use classroom objects to create simple machines to enhance play	<ul style="list-style-type: none"> <li>• Push and Pull</li> <li>• Pretend Play</li> </ul>
<b>SCIENCE FOUNDATION 5: SCIENTIFIC INQUIRY AND METHOD</b>	
<b>SC5.1: DEMONSTRATE SCIENTIFIC CURIOSITY</b>	
Discuss ways that people can affect the environment in positive and negative ways	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation; I Am Part of All I See</li> <li>• Pollution and Recycling</li> <li>• Science Investigation</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>
Independently use simple tools to conduct an investigation to increase understanding	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Measurement Tools</li> <li>• Weather Tools</li> </ul>

INDIANA STANDARDS	WATERFORD RESOURCES
<b>SC5.1: DEMONSTRATE SCIENTIFIC CURIOSITY</b> <i>continued</i>	
Engage in a scientific experiment with peers	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Experiments: Weather; Ecosystems; Pollution; Plant; Rocks; Health; Buoyancy; Density; Herbivores, Carnivores, and Omnivores</li> </ul>
Communicate results of an investigation	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul>
<b>SOCIAL EMOTIONAL FOUNDATIONS</b>	
<b>SOCIAL EMOTIONAL FOUNDATION 1: SENSE OF SELF</b>	
<b>SE1.1: DEMONSTRATE SELF AWARENESS AND CONFIDENCE</b>	
Identify self as a unique member of a group that fits into a larger world picture	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Family</li> <li>• Soup's On</li> <li>• Clubhouse</li> </ul>
Show confidence in a range of abilities and the capacity to take on and accomplish new tasks	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel Sketches</li> <li>• Party Time</li> </ul>
Show independence in own choices	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel Sketches</li> <li>• Party Time</li> </ul>
<b>SE1.2: DEMONSTRATE IDENTIFICATION AND EXPRESSION OF EMOTIONS</b>	
Identify own emotions and the emotions of others	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>
Express and accurately respond to emotions of self and others	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>
Predict reactions from others	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Boo Hoo Baby</li> <li>• Find Me!</li> </ul>
Effectively use sentences and actions to express feelings	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• Do I Have To?</li> <li>• Perfect Present</li> </ul>
<b>SOCIAL EMOTIONAL FOUNDATION 2: SELF-REGULATION</b>	
<b>SE2.1: DEMONSTRATE SELF CONTROL</b>	
Manage transitions and adapt to changes in schedules, routines, and situations independently	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.

INDIANA STANDARDS	WATERFORD RESOURCES
<b>SE2.1: DEMONSTRATE SELF CONTROL</b> <i>continued</i>	
Regulate own emotions and behaviors with others with adult support when needed	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.”
Regulate a range of impulses	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 EMOTIONAL FOUNDATION 3: CONFLICT RESOLUTION</b>	
<b>SE3.1: DEMONSTRATE CONFLICT RESOLUTION</b>	
Independently initiate conflict resolution strategies with peers and seek adult support when necessary	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>SOCIAL EMOTIONAL FOUNDATION 4: BUILDING RELATIONSHIPS</b>	
<b>SE4.1: DEMONSTRATE RELATIONSHIP SKILLS</b>	
Show affection to familiar adults and peers using more complex words and actions	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Where’s Papa?</li> <li>• Find Me!</li> <li>• Squirrel’s Sketches</li> </ul>
Accept compromises when suggested by a peer or adult	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Gauge response based on the facial expressions of others	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Do I Have To?</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Feelings Posters</li> <li>• Emotion Cards</li> <li>• Guess How I’m Feeling</li> </ul>
Maintain consistent friendships	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.
Engage in cooperative play experiences for sustained periods of time	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>SOCIAL STUDIES FOUNDATIONS</b>	
<b>SOCIAL STUDIES FOUNDATION 1: SELF</b>	
<b>SS1.1: DEMONSTRATE DEVELOPMENT OF SELF</b>	
Participate in and describe local, state, and national events and celebrations if observed	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Rusty and Rosy Coloring Pages</li> <li>• Coloring Pages</li> </ul>
Identify/honor key people in history	<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>

INDIANA STANDARDS	WATERFORD RESOURCES
<b>SS1.1: DEMONSTRATE DEVELOPMENT OF SELF</b> <i>continued</i>	
Assimilate family, community, and cultural cooperative play	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Build awareness, respect, and acceptance for differences in people and acknowledge connections	<ul style="list-style-type: none"> <li>• Songs: Sing Around the World; I Am Part of All I See</li> <li>• Books: In the Rain; Seeing Fingers; Noise, What Noise?; David Next Door</li> </ul>
<b>SOCIAL STUDIES FOUNDATION 2: HISTORY AND EVENTS</b>	
<b>SS2.1: DEMONSTRATE AWARENESS OF CHRONOLOGICAL THINKING</b>	
Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured	<ul style="list-style-type: none"> <li>• Song: Clock Hands</li> <li>• Book: How Long Is a Minute</li> <li>• Days of the Week</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> <li>• Tell Time</li> </ul>
Begin to understand how time is measured	<ul style="list-style-type: none"> <li>• Song: Clock Hands</li> <li>• Book: How Long Is a Minute</li> <li>• Days of the Week</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> <li>• Tell Time</li> </ul>
<b>SS2.2: DEMONSTRATE AWARENESS OF HISTORICAL KNOWLEDGE</b>	
Demonstrate the awareness of change over time	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• That's What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
<b>SS2.3: DEMONSTRATE AWARENESS OF THE FOUNDATIONS OF GOVERNMENT</b>	
Identify leaders and community helpers at home, school, and in environments	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Trusted Adults</li> </ul>
Identify symbolic objects and pictures of local, state, and/or national symbols	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> </ul>
<b>SS2.4: DEMONSTRATE AWARENESS OF THE FUNCTIONS OF GOVERNMENT</b>	
Demonstrate an understanding of rules in the home, school environment, and the purposes they serve	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.

INDIANA STANDARDS	WATERFORD RESOURCES
<b>SOCIAL STUDIES FOUNDATION 3: GEOGRAPHY</b>	
<b>SS3.1: DEMONSTRATE AWARENESS OF THE WORLD IN SPATIAL TERMS</b>	
Develop concepts and describe location, directionality, and spatial relationships	<ul style="list-style-type: none"> <li>• Song: Positioning; Monster Trucks</li> <li>• Books: Up in the Air; Where in the World Would You Go Today?</li> <li>• Position</li> <li>• Top, Beside, and Bottom</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• First, Middle, Last</li> </ul>
Engage in play where one item represents another	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Geoboard</li> <li>• Tangrams</li> <li>• Soup’s On!</li> </ul>
<b>SS3.2: DEMONSTRATE AWARENESS OF PLACES AND REGIONS</b>	
Use words to describe natural and manmade features of locations	<ul style="list-style-type: none"> <li>• Songs: Four Ecosystems; I Am Part of All I See</li> <li>• Rainforests</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Polar Lands</li> <li>• Wetlands</li> <li>• Prairies</li> <li>• Backyards</li> </ul>
Become familiar with information about where they live and understand what an address is	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Child</li> </ul>
<b>SS3.3: DEMONSTRATE AWARENESS OF ENVIRONMENT AND SOCIETY</b>	
Begin to describe the reciprocal relationship between humans and the environment	<ul style="list-style-type: none"> <li>• Songs: Food From Plants; Pollution Rap; Conservation</li> <li>• Books: Follow the Apples; Mela’s Water Pot</li> <li>• Food From Plants</li> <li>• Pollution and Recycling</li> </ul>
<b>SOCIAL STUDIES FOUNDATION 4: ECONOMICS</b>	
<b>SS4.1: DEMONSTRATE AWARENESS OF ECONOMICS</b>	
Begin to understand the purpose of money and concepts of buying and selling through play	<ul style="list-style-type: none"> <li>• Songs: Save Your Pennies; Money</li> <li>• Book: Bugs For Sale</li> </ul>
Develop an awareness that people work for money in order to provide for basic needs	<ul style="list-style-type: none"> <li>• Song: Money</li> <li>• Book: Bugs For Sale</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>
Describe community helpers/workers in terms of tools/equipment they use and services/products they provide	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>
Act out adult social roles and occupations	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>

INDIANA STANDARDS	WATERFORD RESOURCES
<b>SOCIAL STUDIES FOUNDATION 5: CITIZENSHIP</b>	
<b>SS5.1: DEMONSTRATE AWARENESS OF CITIZENSHIP</b>	
Demonstrate willingness to work together to accomplish tasks	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Identify simple tasks within the home, early childhood setting, or community	<ul style="list-style-type: none"> <li>• Soup’s On</li> <li>• Do I Have To?</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>
Provide leadership in completing daily tasks	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Demonstrate an understanding of the outcome of a vote	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>CREATIVE ARTS FOUNDATIONS</b>	
<b>CREATIVE ARTS FOUNDATION 1: MUSIC</b>	
<b>CA1.1: DEMONSTRATE CREATIVE MUSIC EXPRESSION</b>	
Respond to changes heard in music	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sing Around the World Songs</li> <li>• Sound Songs</li> <li>• Vowel Songs</li> <li>• Mama’s Melody</li> <li>• Baby’s Ballet</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
Use familiar rhymes, songs, chants, and musical instruments to express creativity	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sing Around the World Songs</li> <li>• Sound Songs</li> <li>• Vowel Songs</li> <li>• Mama’s Melody</li> <li>• Baby’s Ballet</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
Sing songs that use the voice in a variety of ways	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sing Around the World Songs</li> <li>• ABC Songs</li> <li>• Sound Songs</li> <li>• Vowel Songs</li> </ul>



INDIANA STANDARDS	WATERFORD RESOURCES
<b>CA1.1: DEMONSTRATE CREATIVE MUSIC EXPRESSION</b> <i>continued</i>	
Respond to rhythmic patterns in music	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sing Around the World Songs</li> <li>• Sound Songs</li> <li>• Vowel Songs</li> <li>• Mama's Melody</li> <li>• Baby's Ballet</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
Describe feelings and reactions in response to diverse musical genres and styles	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Sing Around the World Songs</li> <li>• ABC Songs</li> <li>• Sound Songs</li> <li>• Vowel Songs</li> <li>• Mama's Melody</li> <li>• Baby's Ballet</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
<b>CREATIVE ARTS FOUNDATION 2: DANCE</b>	
<b>CA2.1: DEMONSTRATE CREATIVE MOVEMENT EXPRESSION</b>	
Convey ideas and emotions through creative movement expression (with or without music)	<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>
Purposefully select movements that communicate ideas, thoughts, and feelings	<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>
<b>CREATIVE ARTS FOUNDATION 3: VISUAL ARTS</b>	
<b>CA3.1: DEMONSTRATE CREATIVE EXPRESSION THROUGH THE VISUAL ART PROCESS</b>	
Identify and use colors, lines, and shapes found in the environment and in works of art	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
<b>CA3.2: DEMONSTRATE CREATIVE EXPRESSION THROUGH VISUAL ART PRODUCTION</b>	
Progress in ability to create drawings, models, and other art using a variety of materials	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	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>CA3.3: DEMONSTRATE CREATIVE EXPRESSION THROUGH ART APPRECIATION</b>	
Observe and discuss art forms	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.

INDIANA STANDARDS	WATERFORD RESOURCES
<b>CA3.3: DEMONSTRATE CREATIVE EXPRESSION THROUGH ART APPRECIATION</b> <i>continued</i>	
Reflect on differences and preferences when encounters artwork	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.
Share ideas about personal creative work	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>CREATIVE ARTS FOUNDATION 4: DRAMATIC PLAY</b>	
<b>CA4.1: DEMONSTRATE CREATIVE EXPRESSION THROUGH DRAMATIC PLAY</b>	
Engage in associative and cooperative play	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Find Me!</li> <li>• Where’s Papa?</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Papa’s 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>
Role-play imaginary events and characters	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Find Me!</li> <li>• Where’s Papa?</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Papa’s 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>
Participate freely in dramatic play experiences that become of increased duration and complexity	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Find Me!</li> <li>• Where’s Papa?</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Papa’s 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>

INDIANA STANDARDS	WATERFORD RESOURCES
<b>PHYSICAL HEALTH AND GROWTH FOUNDATIONS</b>	
<b>PHYSICAL HEALTH AND GROWTH FOUNDATION 1: HEALTH AND WELL-BEING</b>	
<b>PHG1.1: DEMONSTRATE DEVELOPMENT OF HEALTHY PRACTICES</b>	
Demonstrate health and hygiene-related behaviors with minimal prompting	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> </ul>
Communicate practices that promote healthy living and prevent illness for self and family members	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> <li>• My Healthy Plate</li> </ul>
Engage in sociodramatic play to demonstrate the roles of medical professionals	<ul style="list-style-type: none"> <li>• Book: My Reptile Hospital</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Trusted Adults</li> <li>• Community Helpers</li> </ul>
<b>PHG1.2: DEMONSTRATE DEVELOPMENT OF SAFETY PRACTICES</b>	
Demonstrate basic safety knowledge	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Fire Safety for Kids</li> <li>• Emergency Preparedness for Kids</li> </ul>
Participate, with adult support, to develop safety rules for an activity	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>PHG1.3: DEMONSTRATE DEVELOPMENT OF NUTRITION AWARENESS</b>	
Respond to physical cues when hungry, full or thirsty	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.
Communicate about variety and amount of foods needed to be healthy	<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>
Name food and beverages that help to build healthy bodies	<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>
Independently feeds self using utensils	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.

INDIANA STANDARDS	WATERFORD RESOURCES
<b>PHYSICAL HEALTH AND GROWTH FOUNDATION 2: SENSES</b>	
<b>PHG2.1: DEMONSTRATE HOW THE FIVE SENSES SUPPORT PROCESSING INFORMATION</b>	
Take things apart and invent new structures using the parts	<ul style="list-style-type: none"> <li>• Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Pretend Play</li> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<b>PHG2.2: DEMONSTRATE DEVELOPMENT OF BODY AWARENESS</b>	
Identify and describe function of body parts	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Body Parts</li> <li>• Parts of the Face</li> <li>• Sight</li> <li>• Taste</li> <li>• Touch</li> <li>• Hearing</li> <li>• Smell</li> </ul>
Demonstrate awareness of own body in relation to other people and objects through play activities	<ul style="list-style-type: none"> <li>• Song: Monster Trucks</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>
Participate in structured and unstructured active physical play exhibiting strength and stamina	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 basic understanding that physical activity helps the body grow and be healthy	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
<b>PHYSICAL HEALTH AND GROWTH FOUNDATION 3: MOTOR SKILLS</b>	
<b>PHG3.1: DEMONSTRATE DEVELOPMENT OF FINE AND GROSS MOTOR SKILLS</b>	
Perform fine-motor tasks that require small-muscle strength and control	The daily use of a touch pad or mouse helps develop eye-hand coordination.
Demonstrate coordination and balance in a variety of activities	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.
Coordinate movements to perform a complex task	The daily use of a touch pad or mouse helps develop eye-hand coordination.

INDIANA STANDARDS	WATERFORD RESOURCES
<b>PHYSICAL HEALTH AND GROWTH FOUNDATION 4: PERSONAL CARE</b>	
<b>PHG4.1: DEMONSTRATE INCREASED INDEPENDENCE IN PERSONAL CARE ROUTINES</b>	
Attend to personal body care practices with minimal adult support	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Independently dress and undress self	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Independently attend to toileting needs	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
<b>APPROACHES TO PLAY AND LEARNING FOUNDATIONS</b>	
<b>APPROACHES TO PLAY AND LEARNING FOUNDATION 1: INITIATIVE AND EXPLORATION</b>	
<b>APL1.1: DEMONSTRATE INITIATIVE AND SELF-DIRECTION</b>	
Take initiative to learn new concepts and try new experiences	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.
Seek and gather new information to plan for projects and activities	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>APL1.2: DEMONSTRATE INTEREST AND CURIOSITY AS A LEARNER</b>	
Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	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.
Communicate a desire to learn new concepts or ideas	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.
Exhibit willingness to try new experiences	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.
Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	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>APPROACHES TO PLAY AND LEARNING FOUNDATION 2: FLEXIBLE THINKING</b>	
<b>APL2.1: DEMONSTRATE DEVELOPMENT OF FLEXIBLE THINKING SKILLS DURING PLAY</b>	
Demonstrate inventiveness, imagination, and creativity to solve a problem	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Develop recovery skills from setbacks and differences in opinion in a group setting	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>APPROACHES TO PLAY AND LEARNING FOUNDATION 3: ATTENTIVENESS AND PERSISTENCE</b>	
<b>APL3.1: DEMONSTRATE DEVELOPMENT OF SUSTAINED ATTENTION AND PERSISTENCE</b>	
Independently attend to a book from beginning to end	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.

INDIANA STANDARDS	WATERFORD RESOURCES
<b>APL3.1: DEMONSTRATE DEVELOPMENT OF SUSTAINED ATTENTION AND PERSISTENCE</b> <i>continued</i>	
Focus on an activity with deliberate concentration despite distractions and/or temptations	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest.
Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress	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.
Persist in trying to complete a task after previous attempts have failed	Children build persistence in Waterford with ongoing encouragement and support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
<b>APPROACHES TO PLAY AND LEARNING FOUNDATION 4: SOCIAL INTERACTIONS</b>	
<b>APL4.1: DEMONSTRATE DEVELOPMENT OF SOCIAL INTERACTIONS DURING PLAY</b>	
Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Pretend Play</li> <li>• Party Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
Demonstrate cooperative behavior in interactions with others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Begin to accept and share leadership	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.



**PRE-READING**

**Sing a Rhyme Songs & Books**

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

**Informational Books**

Opposites, Pairs, Watch the Woolly Worm

**Read with Me Books**

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

**Decodable Books**

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

**BASIC READING**

**Traditional Tales**

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

**Informational Books**

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

**Readable Books (Read or Record)**

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

**Readable (Walk-Through/Jump-Through/Record Titles)**

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam



## FLUENT READING

### Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

### Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

## Informational Books

The Piñata; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

### Readable Books (Record, Read, Listen)

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

### Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



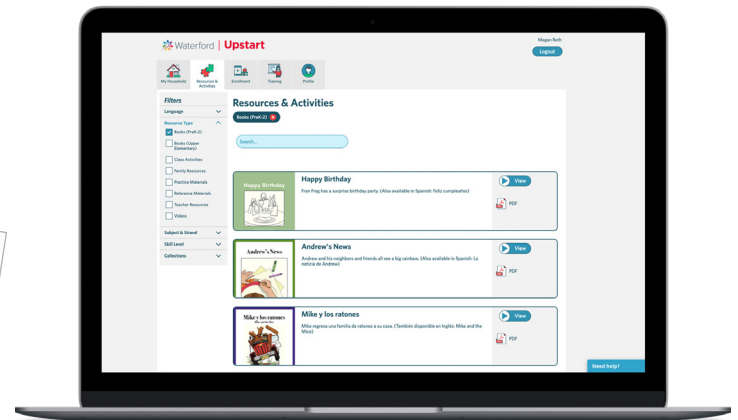
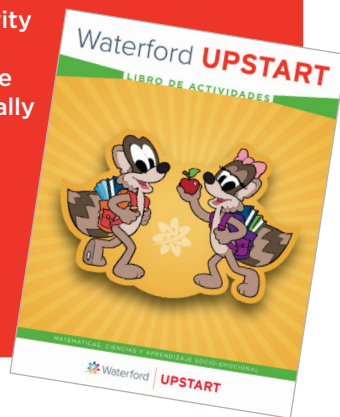
## FAMILY ENGAGEMENT

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

### WATERFORD UPSTART

[Waterford Upstart](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.