

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*South Dakota
Early Learning
Guidelines 2017*

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SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
APPROACHES TO LEARNING DOMAIN (AL)	
CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS	
GOAL AL-1: CHILDREN DEMONSTRATE CURIOSITY AND EAGERNESS AND EXPRESS INTEREST IN THE WORLD AROUND THEM.	
Share discoveries with a trusted person when reunited with that person at a later time.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Demonstrate eagerness to find out more about other people, discover new things in their environment, and talk about these things with others.	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Where in the World Would You Go Today? • Science Investigation
Choose to participate in a wide variety of activities and demonstrate willingness to try new experiences.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Demonstrate interest in mastering new skills (writing name, riding a bike, dancing, building skills).	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
GOAL AL-2: CHILDREN ACTIVELY SEEK TO UNDERSTAND THE WORLD AROUND THEM IN PLAY AND EVERYDAY TASKS.	
Ask questions and wonder about things that interest them (ask questions about future events, describe changes they notice in the seasons).	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; That's What I Like: A Book About Seasons; I Can't Wait • Science Investigation • Spring • Summer • Fall • Winter
Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used previously to explore something new).	<ul style="list-style-type: none"> • Science Tools • Science Investigation
Use what they know from past experience to understand a current situation (get an umbrella to go outside because it is raining).	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
INITIATIVE, EFFORT, ENGAGEMENT, AND PERSISTENCE	
GOAL AL-3: CHILDREN DEMONSTRATE INITIATIVE AND EFFORT IN PLAY AND EVERYDAY TASKS.	
Demonstrate increasing independence, initiative, self-direction, and purpose when making choices. ("I'm going to the block area to make a track for my race car.")	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Demonstrate self-help skills, independently identifying and seeking things they need to complete activities or carry out play scenarios (gather supplies and create a sign for the block building they created).	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL AL-3: CHILDREN DEMONSTRATE INITIATIVE AND EFFORT IN PLAY AND EVERYDAY TASKS <i>continued.</i>	
Set simple goals that extend over time, make plans and put effort into following through. (“Let’s make a rocket ship. We need blocks.”)	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Move independently to another activity once their current activity is completed.	Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready.
GOAL AL-4: CHILDREN ARE ENGAGED AND MAINTAIN FOCUS IN PLAY AND EVERYDAY TASKS.	
Consistently remain engaged in self-directed activities (finishes a card they chose to make for a loved one).	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. <ul style="list-style-type: none"> • Party Time
Sometimes able to ignore irrelevant information when focusing on a task (sorting buttons by color regardless of shape).	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
GOAL AL-5: CHILDREN PERSIST AT CHALLENGING ACTIVITIES IN PLAY AND EVERYDAY TASKS.	
Persists in working to complete tasks, trying different ways until successful (when a block tower falls, try putting the blocks together in a different way to build the tower again).	Waterford helps children build persistence by allowing them to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Plan and follow through on longer-term tasks (planting a seed and caring for the plant).	<ul style="list-style-type: none"> • Observe a Simple System • Plants • Healthy Plants’ Needs • Plant Experiment
Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later)	Waterford helps children build persistence by allowing them to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Seek help and work cooperatively with others to complete a challenging activity (ask and work with peers to build a block bridge across the water table).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
RISK-TAKING, PROBLEM-SOLVING, FLEXIBILITY, AND RESILIENCY	
GOAL AL-6: CHILDREN ARE WILLING TO TRY NEW AND CHALLENGING EXPERIENCES IN PLAY AND EVERYDAY TASKS.	
Expand their sense of self-reliance.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Approach new experiences independently.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL AL-6: CHILDREN ARE WILLING TO TRY NEW AND CHALLENGING EXPERIENCES IN PLAY AND EVERYDAY TASKS <i>continued.</i>	
Ask to participate in new experiences that they have observed or heard about.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Independently seek new challenges.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Demonstrate resiliency and coping skills when faced with challenges (after spilling paint on their favorite shirt are able to help clean up and continue painting).	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
GOAL AL-7: CHILDREN USE A VARIETY OF STRATEGIES TO SOLVE PROBLEMS IN PLAY AND EVERYDAY TASKS.	
Describe the steps they will use to solve a problem.	<ul style="list-style-type: none"> • Song: Problem Solving • Book: Milton’s Mittens • Story Problem Strategies
Apply their prior knowledge to evaluate different strategies for solving a problem.	<ul style="list-style-type: none"> • Song: Problem Solving • Book: Milton’s Mittens • Story Problem Strategies
Explain how they reasoned and solved a problem to another person.	Waterford’s social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.
Demonstrate satisfaction or delight when solving a problem or completing a task.	Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Exhibit flexibility in considering alternative suggestions offered by others	Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Quickly recover from setbacks when working and playing with others.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Musical Mayhem • Squirrel’s Blocks
PLAY AND IMAGINATION	
GOAL AL-8: CHILDREN ENGAGE IN INCREASINGLY COMPLEX PLAY.	
Develop and sustain more complex pretend play themes in cooperation with peers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Use more complex and varied language to share ideas and influence others during play.	All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.
Choose to use new knowledge and skills during play (add features to pretend play scene related to class project, write list, build a structure like that displayed in a book they have read).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> • Pretend Play
Demonstrate their cultural values and “roles” through play (uses a blanket as a shawl while dancing).	<ul style="list-style-type: none"> • Pretend Play Resources: <ul style="list-style-type: none"> • Role Play

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL AL-9: CHILDREN DEMONSTRATE CREATIVITY, IMAGINATION, AND INVENTIVENESS IN PLAY AND EVERYDAY TASKS.	
Plan pretend play scenarios and use or create a variety of roles, props, or tools to bring them to life.	<ul style="list-style-type: none"> • Pretend Play Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do?
Use materials or actions in increasingly varied, creative, and resourceful ways to represent experiences or ideas.	<ul style="list-style-type: none"> • Pretend Play Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do?
Develop creative solutions in play and daily situations.	<ul style="list-style-type: none"> • Pretend Play Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do?
Make up stories, songs or dances for fun during play.	<ul style="list-style-type: none"> • Mama’s Melody • Baby’s Ballet Resources: <ul style="list-style-type: none"> • Hi! Notes
SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (SED)	
DEVELOPING A POSITIVE SENSE OF SELF	
GOAL SED-1: CHILDREN DEMONSTRATE A POSITIVE SENSE OF THEMSELVES AS UNIQUE AND CAPABLE INDIVIDUALS IN PLAY AND EVERYDAY TASKS.	
Use detail to describe positive feelings about themselves, their physical characteristics, what they can do, and what they have accomplished in a variety of areas.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Express preferences and explain reasons for choices.	<ul style="list-style-type: none"> • Books: I Hate Peas; Bad News Shoes; Lumpy Mush; Ooey, Gooney Mud
Express awareness that they are members of different groups (family, clan, preschool class).	<ul style="list-style-type: none"> • My Family • Clubhouse
DEVELOPING RELATIONSHIPS	
GOAL SED-2: CHILDREN FORM RELATIONSHIPS AND INTERACT POSITIVELY WITH FAMILIAR ADULTS IN PLAY AND EVERYDAY TASKS.	
Seek out and accept help from trusted adults as needed for emotional support, approval, assistance, social interaction, and help solving problems.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Build and strengthen positive relationships with new teachers or caregivers over time.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Use language effectively to converse with familiar adults, to ask for help, or to do something.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL SED-3: CHILDREN FORM RELATIONSHIPS AND INTERACT POSITIVELY WITH OTHER CHILDREN IN PLAY AND EVERYDAY TASKS.	
Demonstrate social skills when interacting with other children (turn taking, conflict-resolution, sharing).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Form and maintain friendships with other children of diverse cultural backgrounds, abilities, and genders.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Can name qualities that make a good friend.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Have effective back-and-forth conversations, negotiate, and plan with other children.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Play, interact, and make decisions collaboratively with other children in pairs and small groups (work on project together, exchange ideas).	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Express respect and caring for all people, celebrating similarities and differences among people of all abilities and cultures.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
SELF-REGULATION AND PRO-SOCIAL BEHAVIORS	
GOAL SED-4: CHILDREN DEMONSTRATE SELF-REGULATION, PROSOCIAL BEHAVIORS, AND PARTICIPATE COOPERATIVELY AS MEMBERS OF A GROUP IN PLAY AND EVERYDAY TASKS.	
Demonstrates pro-social behaviors, participate in routines, and transition smoothly from one activity to the next with minimal support.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Soup’s On! • Party Time!
Make requests clearly and effectively most of the time.	<ul style="list-style-type: none"> • Find Me! • Lost and Found
Balance their own needs with those of others in the group most of the time.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! • Musical Mayhem
Anticipate consequences of their actions and plan ways to solve problems effectively, with a small amount of guidance and support.	Waterford’s 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.” One example is found in Broken Lamp. Squirrel must decide whether to tell the truth or not, viewing the outcomes of his choices.
Use a variety of strategies to solve conflicts with increasing independence and show greater understanding of when to bring a problem to an adult.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Defend self while respecting the rights of others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative as children learn to respect others’ rights as well as their own.

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL SED-4: CHILDREN DEMONSTRATE SELF-REGULATION, PROSOCIAL BEHAVIORS, AND PARTICIPATE COOPERATIVELY AS MEMBERS OF A GROUP IN PLAY AND EVERYDAY TASKS <i>continued.</i>	
Play independently, in pairs, and cooperatively in small groups.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Soup’s On! • Party Time! • Pretend Play
Initiate play and know how to enter into a group of children who are already involved in play.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket
Show social support through encouraging words or actions. (“I’ll be your friend.”)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative as children learn to respect others’ rights as well as their own.
GOAL SED-5: CHILDREN DEMONSTRATE AN ABILITY TO IDENTIFY AND REGULATE THEIR EMOTIONS IN PLAY AND EVERYDAY TASKS	
Use increasingly more complex vocabulary to express their feelings, as well as to identify the emotions of others.	<ul style="list-style-type: none"> • Boo Hoo Baby • Lost and Found • Lost Dinosaur • Papa’s Thumb • Noisy Children • Baby’s Ball <p>Resources:</p> <ul style="list-style-type: none"> • Guess What I’m Feeling • Lots of Feelings • Feelings Poster • Emotions Cards
Describe reasons for their feelings that may include thoughts and beliefs as well as outside events. (“I’m happy because I wanted to win and I did.”).	<ul style="list-style-type: none"> • Soup’s On! • It’s Not Fair! • Lost and Found • Lost Dinosaur • Lost Keys <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings
Manage emotions, control impulses, and delay gratification with minimal support, coming up with possible problem-solving strategies and solutions for managing their frustrations, calming, and regulating themselves.	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL SED-6: CHILDREN RECOGNIZE AND RESPOND TO THE NEEDS AND FEELINGS OF OTHERS IN PLAY AND EVERYDAY TASKS.	
Communicate understanding, empathy, and support for others' feelings.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem • Lost Keys • Papa's Thumb • Noisy Children
Show awareness that their behavior can affect the feelings of others. ("I didn't mean to hurt you when I threw that.")	<ul style="list-style-type: none"> • Baby's Ball • Do I Have To? <p>Resources:</p> <ul style="list-style-type: none"> • Lot's of Feelings • Guess How I'm Feeling • Feelings Poster
Choose to act in ways that show respect for others' feelings and points of view most of the time (complement each other during play, work out conflicts, show respect for opinions expressed by others).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Recognize that everyone has emotions and that other people may not feel the same way they do about everything.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
COMMUNICATION, LANGUAGE, AND LITERACY DOMAIN (CLL)	
COMMUNICATING AND ORAL LANGUAGE DEVELOPMENT	
GOAL CLL-1: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN SUCCESSFULLY COMMUNICATE FOR MULTIPLE PURPOSES.	
Initiate and engage in conversation and discussions with adults and other children that include multiple back-and-forth exchanges.	Social-emotional videos model multiple back and forth conversations, initiated and responded to by different characters.
Participate in a group discussion, making comments and asking questions related to the topic.	Question and response conversations within social-emotional videos provide examples as characters ask and answer relevant questions.
Provide meaningful responses to questions and pose questions to learn new information, clarify ideas, and have their needs met.	<ul style="list-style-type: none"> • Lost and Found • Find Me • It's Not Fair! • Do I Have To?
Follow multi-step directions that contain details. ("Please go to your room, find your blue shirt and put the dirty one in the laundry basket.")	While interacting with Waterford, children listen to and frequently follow multi-step directions.
Appreciate and use humor.	<ul style="list-style-type: none"> • Books: Rocks in My Socks; Frank's Pranks • Where's Papa?

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL CLL-2: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN SPEAK CLEARLY AND USE THE GRAMMAR OF THEIR HOME LANGUAGE.	
Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).	Resources: <ul style="list-style-type: none"> Teaching Young Children Manners Please and Thank You
Speak clearly enough to be understood by most people, although may make some pronunciation errors.	Waterford introduces letter sounds with instruction demonstrating positioning of the lips and tongue to form sounds correctly and clearly.
Use complete sentences that are grammatically correct most of the time to express ideas, feelings, and intentions.	<ul style="list-style-type: none"> Song: What Is a Sentence? Sentences
GOAL CLL-3: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN UNDERSTAND AND USE AN EVER-EXPANDING VOCABULARY.	
Use an increasingly rich and sophisticated vocabulary to clearly express their thoughts (using two or more new words each day in play and meaningful 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.
Tell real or imaginary personal stories with more detail.	<ul style="list-style-type: none"> Pretend Play Connect to Me
Independently sing or create their own songs, chants, and rhymes.	Music is an integral part of Waterford, including songs specific to learning objectives, as well as the use of background classical music throughout the program. Children are often asked to sing along.
Act out defined roles and storylines in dramatic play with back-and-forth dialogue with each other.	<ul style="list-style-type: none"> Pretend Play Mama's Melody Resources: <ul style="list-style-type: none"> Role Play
Uses new subject-specific words after repeated exposure to meaningful experiences and vocabulary (after playing in the block area with an adult, using ramps and balls, talks about ramps and inclines).	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
Infer the meaning of new words from the context in which they are used (figuring out the correct names for two new foods when the adult says, "Today we're having tortillas with beans and empanadas with sauce" by distinguishing between the beans and sauce).	<ul style="list-style-type: none"> Look for a Clue Use a Clue Picture Clues Resources: <ul style="list-style-type: none"> Context Clues
Name other words for objects and actions (synonyms such as walk and stroll) and accurately choose the most appropriate term from two similar words. ("It's not just warm, it's burning hot!")	<ul style="list-style-type: none"> Songs: Synonym Tree; Verbs
Put similar words into categories (hat, mitten, coat, boot).	<ul style="list-style-type: none"> Song: All Sorts of Laundry Book: Buttons, Buttons Sort
Name common opposites for some words.	<ul style="list-style-type: none"> Song: Antonym Ant Book: Opposites Opposites

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
FOUNDATIONS FOR READING	
GOAL CLL-4: THROUGH THEIR EXPLORATIONS, PLAY AND SOCIAL INTERACTIONS, CHILDREN DEVELOP INTEREST, MOTIVATION, AND APPRECIATION FOR LITERACY-BASED MATERIALS AND ACTIVITIES.	
Engage in reading behaviors independently with increased focus for longer periods of time.	<ul style="list-style-type: none"> • Print Directionality Introduction • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
Demonstrate motivation, interest and enjoyment in reading books and other printed materials, acting out stories while engaged in play independently and with others.	<ul style="list-style-type: none"> • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Pretend Play
Listen to and discuss increasingly complex story books, information books, and poetry.	<ul style="list-style-type: none"> • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
Identify a variety of print resources, including books, magazines, invitations, and cards, as well as e-books and other electronic media if available.	<ul style="list-style-type: none"> • Print Directionality Introduction • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
Point to title of book when asked after adult has read title and author.	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.
GOAL CLL-5: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN COMPREHEND, USE, AND BEGIN TO REFLECT ON AND ANALYZE INFORMATION IN BOOKS AND OTHER MEDIA.	
Retell a story from a familiar book and relate it to real-life experiences, with prompting and support from an adult.	<ul style="list-style-type: none"> • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order • Build Knowledge • Connect to Me
Make predictions of next steps in a story.	<ul style="list-style-type: none"> • Peek at the Story • What Comes Next?
Name two or more similarities and differences between two characters, their experiences, or settings, when prompted by an adult.	<ul style="list-style-type: none"> • Books: The City Mouse and the Country Mouse; I Wish I Had Ears Like a Bat; Fawn Eyes; A Story in the Snow

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL CLL-5: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN COMPREHEND, USE, AND BEGIN TO REFLECT ON AND ANALYZE INFORMATION IN BOOKS AND OTHER MEDIA <i>continued</i>.	
Use informational texts and other media to learn about the world, infer from illustrations, ask questions, and talk about the information.	<ul style="list-style-type: none"> • Sing Around the World Songs • Informational Books (See titles at end of document.) • Build Knowledge
Use knowledge of the world to make sense of more challenging texts.	<ul style="list-style-type: none"> • Build Knowledge • Words in Your World <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children
Relate personal experiences to an increasing variety of events described in familiar and new books.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
Ask more focused and detailed questions about a story or the information in a book.	<ul style="list-style-type: none"> • Look at Details • Find an Answer
Give a reason for liking, or not liking, a story or book.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
GOAL CLL-6: THROUGH THEIR EXPLORATIONS, PLAY AND SOCIAL INTERACTIONS, CHILDREN BEGIN TO RECOGNIZE BASIC CONCEPTS OF PRINT AND DISCOVER THAT THEY CAN GET MEANING FROM PRINT.	
Hold a book upright while turning pages one by one from front to back.	<p>Online picture story books feature animation that simulates pages turning one by one, from front to back, as the narrator sings the nursery rhyme. At the end of the story, the pages flip back to the front and the narrator reads the highlighted text. Example: Jack and Jill</p> <ul style="list-style-type: none"> • Print Directionality Introduction
Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Alphabet Introduction (Distinguish Letters) • Letters Make Words • Words Tell About the Pictures
Run their finger under or over print as they pretend to read text, with prompting and support from an adult.	Print Directionality is an example that includes a graphic of a hand running a finger over print as the narrator reads. Lessons highlight text for the learner which helps show the sequence of print.
Recognize own first name in print and that of some friends.	<ul style="list-style-type: none"> • Name Game (What's Your Name?)
Demonstrate knowledge that a symbol can represent something else; a word can stand for an object, a name for a person, or a picture for the real object (put blocks away on shelf labeled "blocks").	Picture story and nursery rhyme activities—such as “All the Pretty Horses,” “The Bus”, or “Polly, Put the Kettle On”—include a rebus feature. Children can select the rebus illustration to see the word and select the word again to see the illustration.

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL CLL-7: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN LISTEN, IDENTIFY, AND RESPOND TO SOUNDS, AND DEVELOP PHONOLOGICAL AWARENESS.	
Show joy in playing with the sounds of language, repeating songs, poems, finger plays, and rhymes, occasionally adding their own rhymes.	<ul style="list-style-type: none"> • Books: Rocks in My Socks; Bad News Shoes; Lumpy Mush • Make It Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.)
Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g., clapping out each syllable of pup-py, di-no-saur).	<ul style="list-style-type: none"> • Syllables • Syllable Safari
Repeat familiar songs, rhymes, and phrases from favorite storybooks.	<ul style="list-style-type: none"> • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
Discriminate sounds in spoken language, recognizing rhyming sounds and the first sounds in some words.	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Finish the Picture • One Doesn't Rhyme • Initial Sound • Right Initial Sound
Listen and respond to conversations with adults and other children during play.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
Listen attentively to books and stories.	<ul style="list-style-type: none"> • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
GOAL CLL-8: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS CHILDREN DEVELOP KNOWLEDGE OF LETTERS AND THE ALPHABETIC PRINCIPLE.	
Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel's Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Letters Make Words
Recognize and name at least half of both upper and lower-case letters of the alphabet, including those in their own name and other words that are the most meaningful to them.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter • Name Game (What's Your Name?)

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL CLL-8: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS CHILDREN DEVELOP KNOWLEDGE OF LETTERS AND THE ALPHABETIC PRINCIPLE <i>continued.</i>	
<p>Make some sound-to-letter matches, using letter name knowledge. (Notice the letter “b” with a ball and say, “ball,” say, “a-a-apple.”)</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel’s Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound
<p>Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound
FOUNDATIONS FOR WRITING	
GOAL CLL-9: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN USE WRITING AND DRAWING AS MEANS OF COMMUNICATION.	
<p>Represent thoughts and ideas in drawings and by writing letters or letter-like forms.</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Letters Make Words
<p>Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate their thoughts, stories, and experiences for an adult to write.</p>	<ul style="list-style-type: none"> • Letters Make Words • Words Tell About the Pictures
<p>Independently engage in writing behaviors for various purposes (write symbols or letters for names, use materials at writing center, write lists with symbols/ letters in pretend play, write messages that include letters or symbols).</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Letters Make Words
<p>Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, computers and other electronic devices.</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Letters Make Words
GOAL CLL-10: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN GROW IN THEIR UNDERSTANDING OF LETTERS AND WRITING SKILLS.	
<p>Use a variety of writing tools and materials with increasing precision.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>
<p>Use drawing to represent their ideas and begin to use some recognizable letters and approximations of letters to attempt to write some familiar words and communicate a message.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Letters Make Words
<p>Attempt to write their own name using a variety of materials (crayons, markers, in sand or shaving cream).</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Name Game (What’s Your Name?)

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL CLL-10: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN GROW IN THEIR UNDERSTANDING OF LETTERS AND WRITING SKILLS <i>continued</i>.	
Try to connect the sounds in spoken words with letters in the written word. (Write “M” and say, “This is Mommy.”)	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel’s Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound
Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Letters Make Words • Words in Your World
LEARNING NEW LANGUAGES	
GOAL CLL-11: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS CHILDREN DEMONSTRATE AN UNDERSTANDING THAT THERE ARE MULTIPLE LANGUAGES AND BEGIN TO COMMUNICATE IN ANOTHER LANGUAGE OTHER THAN THEIR HOME LANGUAGE.	
Name at least one example of a language other than their home language.	<ul style="list-style-type: none"> • Sing Around the World Songs
Say simple greetings in another language, such as “hola” (“hello” in Spanish) and “adios” (“goodbye” in Spanish) or use sign language to express a greeting.	Sing Around the World Songs are sung in English, then repeated in the language of the country represented. “Oh Welcome My Friends” offers the greeting. “Shalom”. <ul style="list-style-type: none"> • Build Knowledge: Noise? What Noise?
Play with sounds and intonation of new languages as well as their home language.	Sing Around the World Songs are sung in English, then repeated in the language of the country represented.
Identify names of common objects in the environment in a language other than their home language.	<ul style="list-style-type: none"> • Sing Around the World Songs
COGNITIVE DEVELOPMENT DOMAIN (CD)	
CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING	
GOAL CD-1: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS CHILDREN USE THEIR SENSES TO DISCOVER AND CONSTRUCT KNOWLEDGE ABOUT THE WORLD AROUND THEM.	
Intentionally explore objects, tools, and materials and make simple comparisons about their properties (compare the weight of two objects on a balance scale).	<ul style="list-style-type: none"> • Song: Measuring Plants • Science Tools • Science Investigation
Express knowledge gathered through their senses using play, art, language, and other forms of representation in a way that communicates their thoughts to others (dance like a thunderstorm).	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Touch • Smell • Taste • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Senses

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL CD-1: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS CHILDREN USE THEIR SENSES TO DISCOVER AND CONSTRUCT KNOWLEDGE ABOUT THE WORLD AROUND THEM <i>continued.</i>	
Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a make-believe story was not real).	<ul style="list-style-type: none"> • Real and Make-believe • Fantasy and Reality
Organize and use information through matching, grouping, and sequencing.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Same and Different • Book: Buttons, Buttons • Sort • Order Size • Match • Matching
GOAL CD-2: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS CHILDREN RECALL INFORMATION AND APPLY IT TO NEW SITUATIONS AND PROBLEMS.	
Demonstrate their ability to apply what they know about everyday experiences to new situations.	<ul style="list-style-type: none"> • Pretend Play • Connect to Me
Describe past events in order, including details or personal reactions.	<ul style="list-style-type: none"> • What Comes Next? • Sum Up: Remember Order • Connect to Me
Describe how a past event relates to something happening currently or in the future. (“We found worms at Grandpa’s, too!”)	<ul style="list-style-type: none"> • Book: I Can’t Wait • Connect to Me
Make predictions about what will happen and explain their thinking.	<ul style="list-style-type: none"> • What Comes Next? • Predicting • Peek at the Story
Try to solve problems they have solved in the past in new ways, using what they have learned.	Waterford social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Introduce detailed or complex ideas or actions into play, based on previous knowledge or experience.	<ul style="list-style-type: none"> • Pretend Play Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do?
Use reasoning to come to conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Milton’s Mittens • Sight • Hearing • Touch • Smell • Taste • Blending Riddles

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL CD-3: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS CHILDREN DEMONSTRATE THE ABILITY TO THINK ABOUT THEIR OWN THINKING: REASONING, TAKING PERSPECTIVES, AND MAKING DECISIONS.	
Compare differences between pretend and real experiences; use language to identify pretend or make-believe situations. (“That’s a pretend story.”)	<ul style="list-style-type: none"> • Real and Make-believe • Pretend Play • Read-Along Books (See titles at end of document.)
Express understanding that others may have different thoughts, beliefs, or feelings than their own. (“I like ketchup and you don’t.”)	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Use language to describe their thinking processes with adult support.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Explain how they draw conclusions based on evidence they have gathered.	<ul style="list-style-type: none"> • Observe a Simple System • Plants • Plant Experiment
MATHEMATICAL THINKING AND EXPRESSION	
GOAL CD-4: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN COUNT WITH UNDERSTANDING AND USE NUMBERS TO TELL HOW MANY, DESCRIBE ORDER, AND COMPARE.	
Rote count by ones to 20 with increasing accuracy.	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Match Numbers
Look at a group of up to 5 objects and quickly see and say, or sign the number of objects.	<ul style="list-style-type: none"> • Moving Target (Dots) • Match Numbers • Make and Count Groups
With guidance and support, match numerals 1-5 to sets of objects.	<ul style="list-style-type: none"> • Match Numbers • Make and Count Groups
Count the number of items in a group of up to 10 objects and know that the last number tells how many.	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence
Use fingers, objects, and drawings to show adding and taking away up to 5.	<ul style="list-style-type: none"> • Songs: Addition; On the Bayou; Circus Subtraction; Subtract Those Cars; Bakery Subtraction • Book: Five Delicious Muffins • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction
Explore simple addition with support. (When adding a group of 3 and a group of 2, counts, keeping track on fingers, “One, two, three…” and then counts on, “Four, five!”)	<ul style="list-style-type: none"> • Songs: Addition; On the Bayou • Add Groups • Act Out Addition
Verbally count backward from 5 using fingers and use that skill to subtract a given number. (When asked how many would be left if we took 2 fingers away, counts, “Five, four, three!”)	<ul style="list-style-type: none"> • Songs: Counting Backward; Circus Subtraction; Subtract Those Cars; Bakery Subtraction • Books: A Space Adventure; Five Delicious Muffins • Count Down • Subtract Groups • Act Out Subtraction

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL CD-4: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN COUNT WITH UNDERSTANDING AND USE NUMBERS TO TELL HOW MANY, DESCRIBE ORDER, AND COMPARE <i>continued.</i>	
Recognize numerals up to 10 and attempt to write them during play and daily activities.	<ul style="list-style-type: none"> • Counting Songs • Number Songs • Math Books • Number Instruction
Use and understand the terms “first” through “fifth” and “last” in their play and daily activities. (“The engine is first, and the caboose is last.”)	<ul style="list-style-type: none"> • Book: The Circus Comes to Town • Order Numbers
GOAL CD-5: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN DEMONSTRATE CONCEPTS ABOUT POSITION, AS WELL AS IDENTIFY AND DESCRIBE SIMPLE GEOMETRIC SHAPES.	
Create 2-dimensional shapes and 3-dimensional structures to create symmetry (are the same on both sides) or to represent real-world objects. (“We are building a castle and we need a round block for the tunnel.”)	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes • Books: The Shape of Things; Imagination Shapes • Symmetry • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • World Shapes
Name basic shapes, such as circle, triangle, square, and rectangle, and describe their characteristics using descriptive and geometric attributes. (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”)	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Circle, Square, Triangle, Rectangle
Recognize that a shape remains the same shape when it changes position.	<ul style="list-style-type: none"> • Song: Congruent Parts • Congruence • Similar Figures • Geoboard • Tangrams
Take a shape apart to make new shapes, such as finding two triangles in a square.	<ul style="list-style-type: none"> • Geoboard • Tangrams
GOAL CD-6: THROUGH THEIR EXPLORATIONS, PLAY AND SOCIAL INTERACTIONS, CHILDREN COMPARE, SORT, GROUP, ORGANIZE, MEASURE, AND CREATE SIMPLE PATTERNS USING CONCRETE OBJECTS.	
Identify and use measurements tools, such as ruler, scales, measuring cups, thermometer, clock, as well as non-standard objects (measure length of shadow using shoes).	<ul style="list-style-type: none"> • Songs: Measuring Plants; Clock Hands • Science Tools • Length • Capacity
Directly compare more than two objects by size, length, or weight. (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string).	<ul style="list-style-type: none"> • Songs: Measuring Plants; Large, Larger, Largest; Savanna Size • Size • Length • Heavy and Light • Tall and Short • Big Little Animals • Large Small Toys

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
GOAL CD-6: THROUGH THEIR EXPLORATIONS, PLAY AND SOCIAL INTERACTIONS, CHILDREN COMPARE, SORT, GROUP, ORGANIZE, MEASURE, AND CREATE SIMPLE PATTERNS USING CONCRETE OBJECTS <i>continued</i>.	
Sort a group of up to 10 objects using two attributes (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and color).	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
Arrange up to 5 objects in order according to characteristics or attributes, such as height (put 4 water toys in order from shortest to tallest).	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Size • Order Size
Sort objects onto a large graph according to one attribute, such as size, shape, or color and name the category that has the most, least.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Graphing • Book: Buttons, Buttons • Sort • Calendar/Graph Weather
Identify, repeat, extend, and describe a simple pattern in the context of play or daily activities, routines, play, or in nature. (“Look, that zebra has a white stripe, black stripe, white stripe, black stripe!”)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
GOAL CD-7: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN USE MATHEMATICAL THINKING TO ASK QUESTIONS AND SOLVE PROBLEMS.	
Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Problem Solving Strategies
Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number).	<ul style="list-style-type: none"> • Soup’s On! • Make and Count Groups • One-to-one correspondence
Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack differently colored blocks to represent classmates’ answers to a survey question).	<ul style="list-style-type: none"> • Song: Train Station Patterns • Book: Milton’s Mittens • Patterns • Pattern: AB; ABB; ABC • Calendar/Graph Weather
Begin to explain how a mathematical problem was solved. (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”)	<ul style="list-style-type: none"> • Soup’s On! • Make and Count Groups • One-to-one correspondence • Patterns • Pattern: AB; ABB; ABC
Gather mathematical information (quantity, measurement of objects, etc.) to answer questions of interest.	<ul style="list-style-type: none"> • Number Instruction • One-to-one Correspondence • Bug Bits • Length • Capacity

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
SCIENTIFIC EXPLORATION AND KNOWLEDGE	
GOAL CD-8: AS A RESULT OF THEIR EXPLORATIONS AND PARTICIPATION IN SIMPLE INVESTIGATIONS THROUGH PLAY, CHILDREN OBSERVE, DESCRIBE, AND DEMONSTRATE RESPECT FOR LIVING THINGS, THE ENVIRONMENT, AND THE PHYSICAL WORLD.	
<p>Demonstrate respect, wonder and appreciation for the environment by participating in activities that help to care for the environment. With support explain that their actions and actions of others can change the environment (gathering cans for recycling, planting trees).</p>	<ul style="list-style-type: none"> • Songs: Conservation; Pollution Rap; I Am Part of All I See • Pollution and Recycling • Care of Water • Care of Earth
<p>Take responsibility for the care of living things (independently feed pet as daily chore, water plant when leaves drop, help weed vegetable garden).</p>	<ul style="list-style-type: none"> • Books: Mela’s Water Pot; Everybody Needs to Eat • Water • Healthy Plants Needs
<p>Describe basic things plants and animals need to live and grow (sunlight, water, food). Identify changes that take place over time.</p>	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Plant or Animal; Food From Plants • Books: That’s What I Like: A Book About Seasons; Everybody Needs to Eat • Food From Plants • Plants • Water • Sun • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Invertebrates • Spring • Summer • Fall • Winter
<p>Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).</p>	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Rocks
<p>Provide simple rationale for future movement and speed of an object based on past experience. (“Last time I made the ramp really high the marble went really fast.”)</p>	<ul style="list-style-type: none"> • Song: Push and Pull • Push and Pull
<p>Observe and use words to describe physical changes and their possible causes, such as solid turning to liquid.</p>	<ul style="list-style-type: none"> • Song: Matter • Book: Pancake Matter • States of Water
<p>Sort objects or materials by attributes and describe the attributes used to sort (size, color, shape, sound).</p>	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
<p>GOAL CD-8: AS A RESULT OF THEIR EXPLORATIONS AND PARTICIPATION IN SIMPLE INVESTIGATIONS THROUGH PLAY, CHILDREN OBSERVE, DESCRIBE, AND DEMONSTRATE RESPECT FOR LIVING THINGS, THE ENVIRONMENT, AND THE PHYSICAL WORLD <i>continued</i>.</p>	
<p>Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.</p>	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon; Four Seasons; Precipitation • Books: That’s What I Like: A Book About Seasons; Moon Song • Weather • Sun • Moon • Spring • Summer • Fall • Winter
<p>GOAL CD-9: AS A RESULT OF THEIR EXPLORATIONS AND PARTICIPATION IN SIMPLE INVESTIGATIONS THROUGH PLAY, CHILDREN DEMONSTRATE THEIR ABILITY TO USE SCIENTIFIC INQUIRY BY OBSERVING, MANIPULATING OBJECTS, ASKING QUESTIONS, MAKING PREDICTIONS, AND DEVELOPING GENERALIZATIONS.</p>	
<p>Represent what they learn during their scientific explorations through drawing, 3-D models, diagrams, movement, or other methods.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>
<p>Identify the five senses as ways they can learn more about the world and uses their senses to do so.</p>	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Touch • Smell • Taste
<p>Use an increasing variety of tools to investigate the world around them, solve problems, and complete tasks, extending what they can observe and do through their senses alone (measuring tools, magnifying glasses, balance, prism, droppers)</p>	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Touch • Smell • Taste • Science Investigation • Science Tools • Measurement Tools • Weather Tools
<p>Compare objects, materials, and phenomena by observing and describing their physical characteristics.</p>	<ul style="list-style-type: none"> • Make Comparisons • Look at Details
<p>Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).</p>	<ul style="list-style-type: none"> • Print Directionality Introduction • Build Knowledge <p>Resources:</p> <ul style="list-style-type: none"> • Experiments

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
<p>GOAL CD-9: AS A RESULT OF THEIR EXPLORATIONS AND PARTICIPATION IN SIMPLE INVESTIGATIONS THROUGH PLAY, CHILDREN DEMONSTRATE THEIR ABILITY TO USE SCIENTIFIC INQUIRY BY OBSERVING, MANIPULATING OBJECTS, ASKING QUESTIONS, MAKING PREDICTIONS, AND DEVELOPING GENERALIZATIONS <i>continued</i>.</p>	
<p>Make predictions, providing a rationale based on past experiences and then carry out simple investigations to test their predictions. Gather data and communicate simple conclusions (with adult support, predict which objects will sink or float, make two column chart labeled by picture of object sinking and another floating, and draw the objects in appropriate columns after observing which ones sink).</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System • Plant Experiment • Calendar/Graph Weather
<p>Follow a simple visual plan or model to construct something new.</p>	<ul style="list-style-type: none"> • Geoboard • Tangrams <p>Resources:</p> <ul style="list-style-type: none"> • Shape Puzzles
<p>Make adjustments to their constructions or creations to improve function, stability, or appearance.</p>	<ul style="list-style-type: none"> • Geoboard • Tangrams
<p>Use scientific process words (predict, experiment, compare, measure) and scientific content words (plant, animal, magnet, weather) in discussions during science experiences.</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Weather • Magnets • Plants • Plant or Animal
<p>Use the computer and other technology, if available, to explore how their actions can cause an effect.</p>	<p>While interacting with Waterford, children become familiar with technology and are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around the screen, or entering answers on the keyboard.</p>
<p>SOCIAL STUDIES, FAMILY, AND COMMUNITY CONNECTIONS</p>	
<p>GOAL CD-10: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN DEMONSTRATE AN UNDERSTANDING OF RELATIONSHIPS, ROLES, AND WHAT IT MEANS TO BE A PARTICIPATING MEMBER OF THEIR FAMILIES AND THE DIVERSE GROUPS/COMMUNITIES THEY BELONG TO.</p>	
<p>Talk about a wide circle of family members and other people important to the family, their relationships to each other, and their shared experiences.</p>	<ul style="list-style-type: none"> • Books: Mine; José Three; Grandpa’s Great Athlete; My Super Sticky Sandwich; Play Ball; The Germs; Family Vacation • My Family • Come Inside
<p>Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions in a way that demonstrates their understanding of the roles.</p>	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? • This Belongs to a Friend • Lots of Feelings

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<p>GOAL CD-10: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS, CHILDREN DEMONSTRATE AN UNDERSTANDING OF RELATIONSHIPS, ROLES, AND WHAT IT MEANS TO BE A PARTICIPATING MEMBER OF THEIR FAMILIES AND THE DIVERSE GROUPS/COMMUNITIES THEY BELONG TO <i>continued</i>.</p>	
<p>Identify themselves as individuals and as belonging to a family, as well as other groups such as their preschool class or faith community).</p>	<ul style="list-style-type: none"> • Books: Mine; José Three • Clubhouse • My Family • Come Inside
<p>View themselves as contributing members of various groups with both rights and responsibilities (share, take turns, follow rules, take responsibility for simple jobs)</p>	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.</p>
<p>Participate in creating and following expectations/ rules and routines.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Clean Up Together • Garbage Elves • Guess My Rule
<p>Demonstrate confidence in expressing individual opinions and thoughts, while respecting those of others.</p>	<p>Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.</p>
<p>GOAL CD-11: THROUGH THEIR EXPLORATIONS, PLAY, AND SOCIAL INTERACTIONS CHILDREN IDENTIFY AND DEMONSTRATE APPRECIATION OF SIMILARITIES AND DIFFERENCES BETWEEN THEMSELVES AND OTHERS.</p>	
<p>Name several similarities and differences between themselves and others as well as benefits of those similarities and differences.</p>	<p>Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.</p>
<p>Show acceptance of differences through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.).</p>	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p>
<p>Demonstrate an understanding that there are diverse families and backgrounds and all have value (talk positively about how other children have different family structures than their own; share family traditions/routines, ask questions to learn about the traditions of others).</p>	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p>
<p>Demonstrate respect for the thoughts and opinions of others, even when different from their own.</p>	<p>Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.</p>

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
CREATIVE ARTS AND EXPRESSION	
GOAL CD-12: CHILDREN ENGAGE IN A VARIETY OF CREATIVE ACTIVITIES FOR ENJOYMENT AND SELF-EXPRESSION INCLUDING PLAY, VISUAL ARTS, MUSIC, EXPRESSIVE MOVEMENT, AND DRAMA.	
Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design individually and collaboratively, including drawings, paintings, collages, and sculptures.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Describe experiences, ideas, emotions, people, and objects represented in their artwork.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Draw or build representations of familiar people, places, and new understandings from topics of study with a variety of materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Plan and act out scenes based on books, stories, everyday life, and imagination alone or with others, creating and engaging in increasingly detailed and extended scenarios in their dramatic play.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music and participate in a variety of musical and rhythmic experiences, including singing, clapping to the beat, listening, and using musical instruments.	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.. Children are often asked to clap to the beat or sing along.
Recall and imitate patterns of beat, rhythm, tempo, and dynamics of music, as they create expressive movements or participate in movement activities.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
GOAL CD-13: CHILDREN DEMONSTRATE AN APPRECIATION FOR DIFFERENT FORMS OF ART INCLUDING VISUAL ARTS, MUSIC, EXPRESSIVE MOVEMENT, AND DRAMA.	
Show appreciation for a variety of art, including that of their own culture and community, as well as others.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Participate in and use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly. (“We need a stage for our puppet show.”)	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Demonstrate value and respect for their own artwork and that of their peers.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Baby’s Ballet • Mama’s Melody

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
HEALTH AND PHYSICAL DEVELOPMENT DOMAIN (HPD)	
PHYSICAL HEALTH AND GROWTH	
GOAL HPD-1: CHILDREN DEVELOP HEALTHY EATING HABITS.	
Demonstrate willingness to try new healthy foods and make nutritious eating choices independently and with support.	<ul style="list-style-type: none"> • Song: Health • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
Regulate food consumption based on their own feelings of hunger and fullness	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Given a selection of familiar foods, identify which foods are nutritious and which are not.	<ul style="list-style-type: none"> • Song: Health • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
Talk about variety and serving size of foods needed to be healthy, naming some foods and beverages that help to build healthy bodies.	<ul style="list-style-type: none"> • Song: Health • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
GOAL HPD-2: CHILDREN ENGAGE IN ACTIVE PHYSICAL PLAY INDOORS AND OUTDOORS.	
Communicate ways exercise keeps us healthy and makes us feel good.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest
Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).	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.
Transition independently from active to quiet activities most of the time.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Develop strength and stamina by increasing their amount of play and activity, using more muscles for longer periods of time.	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.
GOAL HPD-3: CHILDREN DEVELOP HEALTHY SLEEPING HABITS.	
Communicate ways sleep keeps us healthy and makes us feel good.	<ul style="list-style-type: none"> • Song: Health • Exercise and Rest
Independently start and participate in sleep routines most of the time, including listening to calming songs and/or stories.	<ul style="list-style-type: none"> • Song: Health • Exercise and Rest
Stay awake and alert except during voluntary nap time.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
MOTOR DEVELOPMENT	
GOAL HPD-4: CHILDREN ENGAGE IN PLAY AND MOVEMENT TO DEVELOP THE LARGE MUSCLE CONTROL AND ABILITIES NEEDED TO EXPLORE AND MOVE IN THEIR ENVIRONMENT.	
Demonstrate stability, flexibility, and balance while performing complex movements by standing on one foot, turning, stretching, bending, hopping, balancing on beams, jumping, and moving to music.	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 more coordination of upper and lower body when, throwing, catching, kicking, bouncing objects, swinging, and hitting objects with racquets or paddles.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
Move quickly through the environment and be able to both change directions and stop (run fast, pedal fast).	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.
Show awareness of own body in relation to other people and objects while moving through space. When asked, can move in front of, beside, or behind someone or something else.	<ul style="list-style-type: none"> • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On <p>Resources:</p> <ul style="list-style-type: none"> • Personal Space Circle
Participate in play and movement activities and describe how physical activity contributes to their overall health (“Exercise helps make me strong!”).	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest <p>Resources:</p> <ul style="list-style-type: none"> • Yoga Poster • Yoga Booklet
GOAL HPD-5: CHILDREN ENGAGE IN PLAY AND EXPERIENCES TO DEVELOP MUSCLE CONTROL AND HAND-EYE COORDINATION TO MANIPULATE OBJECTS AND WORK WITH TOOLS.	
Engage in complex hand-eye coordination activities and play with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces, string beads).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Display strength and control while using a variety of tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Draw and write figures with more detail (faces with features, letters, or letter-like forms).	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing)
Participate in self-help skills, such as buttoning, zipping, snapping and pouring.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.

SOUTH DAKOTA STANDARDS	WATERFORD RESOURCES
SELF-CARE, SAFETY, AND WELL-BEING	
GOAL HPD-6: CHILDREN DEVELOP PERSONAL HYGIENE AND SELFCARE SKILLS.	
Dress and undress themselves independently.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, flushing, throwing tissues away.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Help with meal and snack preparation.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Describe the value of good health practices to their well-being (wash hands to get rid of germs, drink milk to build strong bones).	<ul style="list-style-type: none"> • Song: Health • Book: The Germs • Healthy Food • Avoid Germs and Prevent Illness
GOAL HPD-7: CHILDREN USE SAFE BEHAVIORS AND PERSONAL SAFETY PRACTICES WITH SUPPORT FROM ADULTS.	
Identify, avoid, and alert other children to potentially dangerous behaviors, such as keeping a safe distance from swings.	<p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm.	<p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
With support, show how to respond safely in emergency situations, such as fire or tornado, and in the presence of strangers or dangerous objects. Recognize basic safety symbols, such as poison symbols.	<p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
Know how and when to alert adults to dangerous situations or in an emergency, including in public places, such as a store, identifying people who may be able to help them.	<p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • Trusted Adults • Emergency Preparedness for Kids • Fire Safety for Kids



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

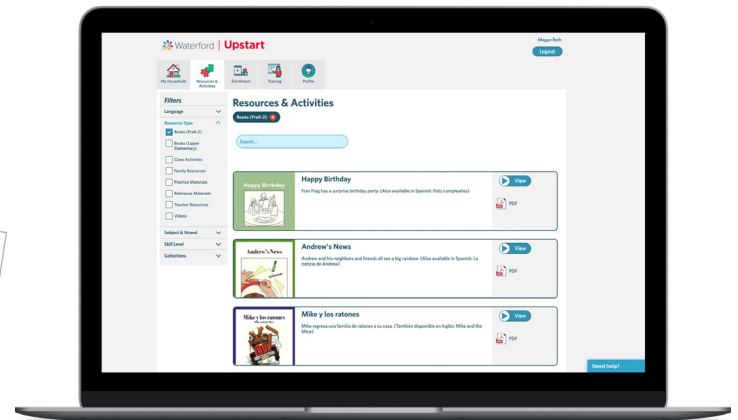
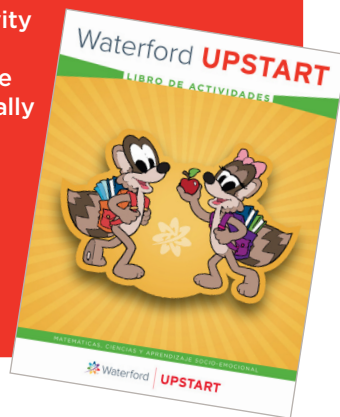
FAMILY ENGAGEMENT

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 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.