

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*Maine's Early  
Learning and  
Development  
Standards 2015*

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MAINE STANDARDS	WATERFORD RESOURCES
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>EMOTIONAL DEVELOPMENT</b>	
<b>SELF CONCEPT</b>	
Has an awareness of self as having certain abilities, characteristics, preferences and rights	<ul style="list-style-type: none"> <li>• Books: Lumpy Mush; Ooey, Gooey Mud; Grandpa's Great Athlete; I Hate Peas; Bad News Shoes</li> </ul>
Demonstrates self-direction by making choices among peers, activities and materials	<ul style="list-style-type: none"> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> </ul>
Takes on new tasks and improves skills with practice	Waterford Early Learning helps children build persistence through support within each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Initiates actions or activities with peers	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. <ul style="list-style-type: none"> <li>• Find Me!</li> </ul>
Expresses delight over a successful project and want others to like it too	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> <li>• Mama's Melody</li> <li>• The Picnic</li> </ul>
Demonstrates confidence in own abilities and delights in the mastery of a skill	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> <li>• Mama's Melody</li> <li>• The Picnic</li> </ul>
Demonstrates an understanding of and follows through with basic responsibilities	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• The Picnic</li> <li>• Dinner Time</li> </ul>
<b>SELF-REGULATION</b>	
Expresses self in safe and appropriate ways through words and actions	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Seeks peaceful resolutions to conflict	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Stops and listens to instructions before jumping into activity, with guidance	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."
Follows rules and routines	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities.
Respects the rights and property of others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as they learn to respect the rights and property of others as well as their own.

MAINE STANDARDS	WATERFORD RESOURCES
<b>SELF-REGULATION <i>continued</i></b>	
Uses materials appropriately	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as they learn to respect the rights and property of others as well as their own.
Is able to share materials or caregiver's teacher's attention	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Can wait for turn in simple game or use of equipment	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Accepts consequences of own actions	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.
Regulates own emotions and behaviors	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."
Refrains from disruptive, aggressive, angry or defiant behaviors	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."
Asks what and why questions to understand effects of behavior	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>SYMPATHY AND EMPATHY</b>	
Expresses empathy for others	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Baby's Ball</li> <li>• Boo Hoo Baby</li> </ul>
Comforts physically hurt or emotionally upset child through appropriate words or actions	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Papa's Thumb</li> </ul>
Labels own emotions and, increasingly, the emotions of others	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Lost Keys</li> <li>• Noisy Children</li> </ul>
Demonstrates understanding of the consequences of own actions on others	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Soup's On!</li> <li>• The Picnic</li> <li>• Dinner Time</li> </ul>
Understands the reasons for rules and routines within the group and accepts them	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.
Asks "what" and "why" questions to understand effects of behavior	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.

MAINE STANDARDS	WATERFORD RESOURCES
<b>SYMPATHY AND EMPATHY</b> <i>continued</i>	
Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts, without harming self, others, or property	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>ADAPTING TO DIVERSE SETTINGS</b>	
Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting ,daily schedule, staffing and group size/ attendance	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.
Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors	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.
Anticipates with assistance what will be needed in diverse settings	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.
Follows rules in diverse settings	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>SOCIAL DEVELOPMENT</b>	
<b>BUILDING RELATIONSHIPS WITH ADULTS</b>	
Asks questions and checks with an adult before deviating from rules and routines	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.
Seeks adult help when needed for emotional support	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Squirrel’s Blocks</li> </ul>
Confides in at least one adult	<ul style="list-style-type: none"> <li>• Lost Dinosaur</li> <li>• Squirrel’s Blocks</li> <li>• It’s Not Fair!</li> </ul>
Works independently and asks for help only when necessary	<ul style="list-style-type: none"> <li>• Baby’s Ball</li> <li>• Baby Wants Berries</li> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> </ul>
Works cooperatively with an adult to plan and organize activities and solve problems	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• Squirrel’s Blocks</li> </ul>
Uses socially appropriate behavior with peers and adults such as helping, sharing and taking turns	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>BUILDING RELATIONSHIPS WITH CHILDREN</b>	
Participates cooperatively in large and small group activities	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Participates in classroom and group routines	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.

MAINE STANDARDS	WATERFORD RESOURCES
<b>BUILDING RELATIONSHIPS WITH CHILDREN</b> <i>continued</i>	
Uses different turn-taking strategies	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Develops consideration for the needs or interests of peers	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Develops friendships with peers	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Party Time</li> <li>• Musical Mayhem</li> </ul>
Notifies and comments on who is absent from routine group settings	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.
Shows concern for personal fairness within a peer group	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> </ul>
Defends own rights and the rights of others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as they learn to respect the rights of others as well as their own.
Gives social support to others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Baby's Ball</li> <li>• Boo Hoo Baby</li> </ul>
Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.)	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Family</li> <li>• My Name Is Squirrel</li> </ul>
Uses play to explore, practice and understand social roles	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Joins in the middle of an on-going group activity with friends 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.
Invents and sets up activities that include more than one child	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>RESPECTING SIMILARITIES AND DIFFERENCES</b>	
Names and accepts differences and similarities in preferences	<ul style="list-style-type: none"> <li>• Books: Lumpy Mush; Ooey, Goopy Mud; I Hate Peas; Bad News Shoes</li> </ul>
Notifies that other children might communicate differently or use different words for the same object	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.

MAINE STANDARDS	WATERFORD RESOURCES
<b>RESPECTING SIMILARITIES AND DIFFERENCES</b> <i>continued</i>	
Begins to examine a situation from others' perspective	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>
Shows concern about personal fairness within a peer group	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>
<b>APPROACHES TO LEARNING</b>	
<b>INITIATIVE &amp; CURIOSITY</b>	
Initiates participation in a widening ranges of topics, ideas, and tasks	<ul style="list-style-type: none"> <li>• Song; The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Magnets</li> </ul>
Invents projects and works on them with little assistance	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>
Wonders and asks questions about change in his/her world	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: That's What I Like: A Book About Seasons</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Science Investigation</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
Uses "wh" questions to get information a variety of topics (why, who, what, where and when)	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Science Investigation</li> </ul>
Approaches tasks and activities with increasing flexibility, imagination, and inventiveness	<ul style="list-style-type: none"> <li>• Books: My Reptile Hospital; My Super Sticky Sandwich</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
Invents games and new activities	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>ENGAGEMENT &amp; PERSISTENCE</b>	
Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations	Engaging activities in Waterford hold children's attention and build persistence by allowing them to select Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.
Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and/ or increasingly manages own level of frustration)	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.
Chooses to leave a project and returns to it later for completion or elaboration	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest.
Sets goals, develops plans, and completes tasks with increasing independence	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.
Maintains concentration despite distractions	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.

MAINE STANDARDS	WATERFORD RESOURCES
<b>REFLECTION &amp; PROBLEM-SOLVING</b>	
Predicts when something might be a problem or challenge	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.
Makes predictions about what will happen next	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Peek at the Story</li> <li>• What Comes Next?</li> </ul>
Looks for more than one solution to a question, task, or problem	<ul style="list-style-type: none"> <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>
Applies prior experiences, senses, and knowledge to new learning situations	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Build Knowledge</li> <li>• Connect to Me</li> </ul>
Considers and implements different approaches to carrying out a task	<ul style="list-style-type: none"> <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>
Independently alters approach to tasks when initial approach does not work	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Discusses or documents important aspects of an experience and identifies what was learned	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
Solves increasingly complex problems and an increased number of problems	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>CREATIVE ARTS</b>	
<b>VISUAL ARTS</b>	
Shows interest in different art media and materials in a variety of ways for creative expression and representation	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Works collaboratively to create group art displays	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Progresses in abilities to create drawings, paintings and other art creations that reflect more detail, uniqueness, and/or realism	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Uses art materials safely and appropriately	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Selects and describes the elements of personal artwork with teachers, other children and parents	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>MOVEMENT AND DANCE</b>	
Moves in response to tempo changes and different styles of music	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>



MAINE STANDARDS	WATERFORD RESOURCES
<b>MOVEMENT AND DANCE</b> <i>continued</i>	
Uses creative movement, planned or improvised, that expresses an idea or feeling	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
<b>MUSIC</b>	
Shows increasing ability to recognize tempo changes and different styles of music	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
Sings songs with more complex and varied lyrics, patterns and notations	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Uses music and instruments to imitate and improvise songs, melodies, and patterns	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul>
<b>DRAMATIC PLAY/PERFORMANCE</b>	
<b>DRAMATIC EXPRESSION</b>	
Uses objects for other than their intended purpose to create representations of real life objects or activities	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
Represents fantasy and real life experiences through pretend play and use of props and costumes	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
Uses pretend play to represent known or anticipated situations	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
<b>PERFORMANCE</b>	
Creates characters through physical movement, gesture, sound, speech and facial expressions	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
Recreates dramatic play experiences, stories or poems for an audience	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>

MAINE STANDARDS	WATERFORD RESOURCES
<b>EARLY LANGUAGE AND LITERACY</b>	
<b>SPEAKING AND LISTENING</b>	
<b>COMPREHENSION &amp; COLLABORATION</b>	
Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small & larger groups: a. Follows agreed-upon rules for discussions (e.g., listening to other & taking turn speaking about the topics & texts under discussion)	Social-emotional videos model conversations and discussions between various characters demonstrating appropriate conversation rules.
b. Engages in conversations with multiple exchanges	Social-emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.
Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>
Asks questions in order to seek help, get information, or clarify something that is not understood	<ul style="list-style-type: none"> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>
<b>PRESENTATION OF KNOWLEDGE &amp; IDEAS</b>	
Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Describe Characters</li> <li>• Connect to Me</li> </ul>
Begins to add drawing or other visual displays to descriptions to provide additional detail	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Speaks audibly most of the time and expresses thoughts, feelings, and ideas	Social-emotional videos model conversations and discussions between various characters demonstrating appropriate conversation rules.
<b>LANGUAGE STANDARDS</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking: a. Prints some upper- and lowercase letters, and can write own name	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
b. Uses frequently occurring nouns and verbs	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs</li> <li>• Verbs</li> <li>• Nouns</li> </ul>
c. Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes)	<ul style="list-style-type: none"> <li>• Song: More Than One</li> <li>• Plural Nouns</li> </ul>
d. Responds to and uses more question words (interrogatives, e.g. who, what, where, when, why, how)	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> </ul>

MAINE STANDARDS	WATERFORD RESOURCES
<b>CONVENTIONS OF STANDARD ENGLISH <i>continued</i></b>	
e. Begins to use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)	<ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>
f. Demonstrates the ability to speak in complete sentences	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>
Begins to use standard English capitalization, punctuation, and spelling when writing: a. Capitalize the first letter in own name	<ul style="list-style-type: none"> <li>• Song: Capital Letters</li> <li>• Name Game (What's Your Name?)</li> </ul>
b. Begins to recognize punctuation (e.g., ., ?, !)	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>
c. Begins to write letters to represent sounds	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letter Sounds</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Name That Letter</li> </ul>
d. Begins to spell simple words phonetically, drawing on knowledge of sound letter relationships	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
<b>VOCABULARY ACQUISITION &amp; USE</b>	
Asks & answers questions about the meanings of new words and phrases introduced through books, activities and play: a. With prompting and support, generates words that are similar in meaning (e.g. happy/glad, angry/mad)	<ul style="list-style-type: none"> <li>• Song: Synonym Tree</li> <li>• Synonyms</li> </ul>
Explores word relationships and meanings: a. Sorts common objects into categories (e.g. big/small, living/nonliving)	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; All Sorts of Laundry</li> <li>• Sort</li> <li>• Living or Nonliving</li> <li>• Plant or Animal</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Big Little Animals</li> <li>• Large Small Toys</li> </ul>
b. Applies words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy)	All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.
c. Begins to distinguish shades of meaning among verbs describing the same general action by acting out the meanings	<ul style="list-style-type: none"> <li>• Song: Verbs</li> <li>• Verbs</li> </ul>
Uses words and phrases acquired through conversations, listening to books read aloud, activities, and play	All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.

MAINE STANDARDS	WATERFORD RESOURCES
<b>READING STANDARDS FOR LITERATURE</b>	
<b>KEY IDEAS &amp; DETAILS</b>	
With prompting and support: Asks and answers questions about simple stories	<ul style="list-style-type: none"> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>
Retells at least one major event from a simple story	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>
Identifies main characters in simple stories	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>
<b>CRAFT &amp; STRUCTURE</b>	
Asks questions about unknown words and phrases in stories	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.
Begins to recognize that there are different text structures, such as stories, poems, and songs	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Science Books</li> <li>(See titles at end of document.)</li> </ul>
Begins to describe the roles of authors & illustrators	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
<b>INTEGRATION OF KNOWLEDGE &amp; IDEAS</b>	
Retells stories using both storybook language and pictures	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• What Comes Next?</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> </ul>
Begins to make connections between characters in familiar stories	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>(See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Compare Characters</li> </ul>
<b>READING &amp; LEVEL OF TEXT COMPLEXITY</b>	
Participates in (individually and in groups) a variety of age-appropriate print materials	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> <li>(See titles at end of document.)</li> </ul>

MAINE STANDARDS	WATERFORD RESOURCES
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>DETAILS-INFORMATIONAL TEXT</b>	
With prompting and support: Asks and answers questions about an informational text read aloud	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Ask a Question</li> <li>• Find an Answer</li> </ul>
Recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>
Represents or acts out concepts learned from hearing an informational text read aloud (e.g. makes a skyscraper out of blocks at the sensory table)	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>
<b>STRUCTURE-INFORMATIONAL TEXT</b>	
Identifies front cover and back cover of a book and title	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
Begins to describe the role of authors and illustrators	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
<b>INTEGRATION OF KNOWLEDGE &amp; IDEAS</b>	
Describes important information from text and pictures/photos/graphics	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Sum Up: Five Ws</li> <li>• Words tell About the Pictures</li> <li>• Picture Clues</li> <li>• Describe Characters</li> </ul>
Recognizes that information on a topic can be found in more than one text	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>
<b>RANGE OF READING LEVEL OF TEXT COMPLEXITY</b>	
Participates individually and in groups in a variety of age-appropriate informational text materials	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	
<b>PRINT CONCEPTS</b>	
Displays appropriate book-handling skills and knowledge of print conventions: a. Begins to track print from left to right and top to bottom	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions.</p> <ul style="list-style-type: none"> <li>• Print Directionality</li> </ul>
b. Recognizes that print is something that is read and has specific meaning	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>

MAINE STANDARDS	WATERFORD RESOURCES
<b>PRINT CONCEPTS</b> <i>continued</i>	
c. Begins to demonstrate that words are separated by spaces in print	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>
d. Recognizes and names at least 15-20 upper and 15-20 lower case letters	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Match (Alphabet Review)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Find the Letter</li> <li>• Name That Letter</li> </ul>
<b>PHONOLOGICAL AWARENESS</b>	
<p>With prompting and support: “Demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes): a. Recognize and produces rhyming words”</p>	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn’t Rhyme</li> </ul>
b. Counts, pronounces, blends, and segments syllables in spoken words	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Take away Syllables</li> </ul>
c. Blends and segments onsets and rimes of single-syllable words	<ul style="list-style-type: none"> <li>• Blending Dragon</li> <li>• Blend Onset/Rime Sounds</li> </ul>
d. Isolates and pronounces the initial and final sounds (phonemes) in single syllable words and their name	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> </ul>
e. Begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> </ul>
<b>PHONICS &amp; WORD RECOGNITION</b>	
<p>With prompting and support, applies beginning phonics and word analysis skills: a. Links a sound to a picture of an object that begins with that sound</p>	<ul style="list-style-type: none"> <li>• Letter Sounds</li> <li>• Sound Room</li> <li>• Letter Pictures</li> <li>• Initial Sound</li> </ul>
b. Begins to link a sound to the corresponding printed letter	<ul style="list-style-type: none"> <li>• Letter Sounds</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Letter Pictures</li> </ul>
c. Recognizes names of other children in the classroom and common print around the classroom	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Words in Your World</li> </ul>

MAINE STANDARDS	WATERFORD RESOURCES
<b>FLUENCY</b>	
Attends to fluent models of reading	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
Imitates fluent models of reading	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
<b>WRITING STANDARDS</b>	
<b>TEXT TYPES AND PURPOSES OF WRITING</b>	
With prompting and support, uses a combination of drawing, dictating and writing to: a. Communicate opinions on topics of interest (e.g., My favorite food is...)	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letters Make Words</li> </ul>
b. Communicate information about a topic	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letters Make Words</li> </ul>
c. Tell a story	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.
<b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>	
With prompting and support: Shares drawing and writing with peers to gather additional ideas and/or answer questions	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Recognizes that digital tools are used for communication and, with support and guidance uses them to convey messages in picture and/or words	Students use technology daily and become familiar with tools such as a computer, monitor, headphones, keyboard, and mouse or touch pad.
<b>RESEARCH TO BUILD &amp; PRESENT KNOWLEDGE-WRITING</b>	
Participates in shared research and writing projects modeled by adults (e.g. class explores how tadpoles become frogs and create visuals)	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.
With guidance and support, begins to recall information from experiences or gather information from different sources	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Connect to Me</li> </ul>

MAINE STANDARDS	WATERFORD RESOURCES
<b>PHYSICAL DEVELOPMENT AND HEALTH</b>	
<b>NUTRITION</b>	
Recognizes, chooses and eats a variety of healthy foods from various cultures	<ul style="list-style-type: none"> <li>• Songs: Health; Food From Plants</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 (Healthy Eating)</li> </ul>
Identifies foods by their food group and where the food comes from, and knows the difference between healthful foods and those with little nutritional value	<ul style="list-style-type: none"> <li>• Songs: Health; Food From Plants</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 (Healthy Eating)</li> </ul>
Shows a growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating	<ul style="list-style-type: none"> <li>• Songs: Health; Food From Plants</li> <li>• Healthy Food</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures (Healthy Eating)</li> <li>• Hand Washing Rubric</li> </ul>
<b>SAFETY</b>	
Identifies how people help keep them safe in dangerous situations	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
Can identify a stranger	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Trusted Adults</li> </ul>
Follows basic safety rules and practices	<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>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
Responds appropriately to harmful or unsafe situation, objects, substances and environments, and can identify the consequences of unsafe behavior	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
Demonstrates safety awareness and responsibility when using materials	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to care for the property of others as well as their own.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
Uses caution and keeps a distance from wildlife and unknown pets	<p>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.</p>
Follows emergency routines after adult instruction	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>



MAINE STANDARDS	WATERFORD RESOURCES
<b>FINE MOTOR</b>	
Holds drawing, writing and painting tools by using a three-point finger grip, writing more detail, and drawing more recognizable facial features	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Continues to progress with use of utensils with limited spilling, using fork, and using knife for cutting	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Practices manual self-help skills, including dressing self and attempting to tie shoes	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Uses small, precise finger and hand movements	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Uses finger, hands and wrists to manipulate a variety of small tools (e.g., stapler, hole punchers, spray bottles)	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
<b>GROSS MOTOR</b>	
Coordinates complex movements in play and games	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.
Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects	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.
Demonstrates progressive locomotive skills; successive hopping, and forward jumping. Has control over speed and directions and balance (running, sliding, galloping forward, back, right, left)	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.
Demonstrates cooperative skills while participating in physical 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.
Sustains balance during complex movements	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.
Manipulates balls or similar objects with a full range of motion	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.
Develops coordination and balance with a variety of playground equipment	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.

MAINE STANDARDS	WATERFORD RESOURCES
<b>GROSS MOTOR <i>continued</i></b>	
Enjoys challenging him/herself to try new and increasingly difficult 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.
Shows enthusiasm for mastery of gross motor movements through repetitive practice	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
<b>PHYSICAL HEALTH STATUS</b>	
Participates in games, outdoor play, and other forms of exercise to enhance physical fitness	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
Develops an awareness of personal health and fitness	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Books: The Germs; We All Exercise</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>
Participates in moderate to vigorous physical activity independently and in groups that increase strength, endurance and flexibility	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
<b>HEALTH KNOWLEDGE AND PRACTICES</b>	
Identifies specific practices that support body development and function	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Books: The Germs; We All Exercise</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> </ul>
Combines and uses different senses depending on the activity	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>
Recognizes the importance of doctor and dentist visits	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.
Identifies medicine and knows that it is used to stay healthy	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.
Identifies which school and community health helpers are needed in a given situation	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Trusted Adults</li> </ul>

MAINE STANDARDS	WATERFORD RESOURCES
<b>HEALTH KNOWLEDGE AND PRACTICES</b> <i>continued</i>	
Regulates own emotions and behaviors	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.”
Moves with an awareness of others	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, below</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>
Demonstrates the increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming	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.
Participates easily and knows what to do in routine 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.
Covers mouth when coughing	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul>
Helps with routine care of the environment	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>
Recognizes there are multiple components of health	<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> <li>• Exercise and Rest</li> </ul>
Identifies physical changes that accompany moderate to vigorous physical activity	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.
Participates in sleep routines	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Exercise and Rest</li> </ul>
<b>MATH</b>	
<b>MATHEMATICAL PRACTICES</b>	
Approaches math with enthusiasm	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest.
Associates math with engaging classroom materials and activities	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest.

MAINE STANDARDS	WATERFORD RESOURCES
<b>MATHEMATICAL PRACTICES <i>continued</i></b>	
Recognizes the usefulness of math in everyday tasks	<ul style="list-style-type: none"> <li>• Math Books (See titles at end of document.)</li> </ul>
Uses math to solve problems in the context of classroom and home experiences	<ul style="list-style-type: none"> <li>• Books: Milton's Mittens; One More Cat</li> <li>• Calendar/Graph Weather</li> </ul>
Represents mathematical concepts using manipulatives	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> <li>• Add With Manipulatives</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Shape Puzzles</li> </ul>
Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>
Uses math terms in the course of everyday conversations	<ul style="list-style-type: none"> <li>• Math Books (See titles at end of document.)</li> </ul>
<b>COUNTING AND CARDINALITY CLUSTER</b>	
Rote counts to 20 and beyond by ones with increasing accuracy	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Order Numbers</li> </ul>
Recognizes and names written numerals 0-10	<ul style="list-style-type: none"> <li>• Math Books (See titles at end of document.)</li> <li>• Number Instruction</li> <li>• Match Numbers</li> </ul>
Subitizes to determine how many (recognizes small quantities immediately)	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> </ul>
Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10)	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Math Books (See titles at end of document.)</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>
Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality)	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Math Books (See titles at end of document.)</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>
Shows understanding that the number of objects is the same regardless of their arrangement or the order in which they were counted	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Counting Songs</li> <li>• Math Books (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>

MAINE STANDARDS	WATERFORD RESOURCES
<b>COUNTING AND CARDINALITY CLUSTER <i>continued</i></b>	
Begins to write number symbols 0-10	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Number Practice</li> <li>• Math Books (See titles at end of document.)</li> </ul>
Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10	<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>
<b>OPERATIONS AND ALGEBRAIC THINKING</b>	
Associates quantity with a number name or written numeral	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Math Books (See titles at end of document.)</li> <li>• Number Instruction</li> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>
Counts using 1:1 correspondence with increasing accuracy	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>
Represents addition and subtraction with fingers drawing, acting out situations and verbal explanation	<ul style="list-style-type: none"> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
Uses concrete objects to model real-world addition and subtraction up to 5 (composing and decomposing numbers)	<ul style="list-style-type: none"> <li>• Songs: On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Make and Count Groups</li> </ul>
Acts out and solves story problems using sets of up to ten objects	<ul style="list-style-type: none"> <li>• Songs: On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Make and Count Groups</li> <li>• Story Problem Strategies</li> </ul>

MAINE STANDARDS	WATERFORD RESOURCES
<b>GEOMETRY</b>	
Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites; All Sorts of Laundry</li> <li>• Books: The Shape of Things; Imagination Shapes; Buttons, Buttons</li> <li>• Sort</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
Discovers connections between formal geometric shapes and the surrounding environment	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• World Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
Combines materials to make three-dimensional and two-dimensional shapes	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
Breaks down shapes into parts and wholes	<ul style="list-style-type: none"> <li>• Song: Fractions</li> <li>• Book: Half For You and Half For Me</li> <li>• Equal Part-Fractions</li> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
Initiates activities that indicate understanding of directionality	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under and Through</li> <li>• Above, Below, Next to, On</li> <li>• Position</li> </ul>
Uses orientation and directionality words such as slides, flips and turns as shapes are manipulated	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
Uses symbols and/or objects to indicate beginning understanding of relative positions in space (i.e. creates simple maps; follows directions during nature walks)	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Children</li> </ul>
Demonstrates or describes relative positions of objects, using words such as up, down, beside, over	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Positioning</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> </ul>

MAINE STANDARDS	WATERFORD RESOURCES
<b>MEASUREMENT AND DATA</b>	
Describes, sorts and classifies groups of objects using one or more attribute	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>
Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, full, empty)	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Length</li> <li>• Capacity</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Tall and Short</li> </ul>
Begins to identify such words as “first”, “next”, and “last”	<ul style="list-style-type: none"> <li>• Song: Monster Trucks</li> <li>• First, Middle, Last</li> </ul>
Use discrete attributes to order and seriate materials	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Order Size</li> </ul>
Recognizes, duplicates, creates, and extends simple patterns using objects	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
Uses past and future tenses and time words appropriately	<ul style="list-style-type: none"> <li>• Books: How Long is a Minute?; I Can't Wait</li> <li>• Calendar</li> <li>• Yesterday/Tomorrow</li> <li>• Today</li> <li>• Tell Time</li> </ul>
Begins to understand concepts such as yesterday, today, and tomorrow	<ul style="list-style-type: none"> <li>• Book: I Can't Wait</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> <li>• Calendar/Graph Weather</li> </ul>
Responds to questions that can be answered through data analysis	<ul style="list-style-type: none"> <li>• Book: Milton's Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
Represents data using simple charts and graphs (2-D or 3-D)	<ul style="list-style-type: none"> <li>• Books: One More Cat; Milton's Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
Uses non-standard units of measurement to measure objects; notices similarities and differences	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> </ul>
Connects measurement terms and concepts in everyday life	<ul style="list-style-type: none"> <li>• Song: Plants Are Growing</li> <li>• Books: Half for You and Half for Me; Five Delicious Muffins</li> <li>• Length</li> </ul>

MAINE STANDARDS	WATERFORD RESOURCES
<b>SCIENCE</b>	
<b>PHYSICAL SCIENCE</b>	
<p>Uses senses, tools (including technology) to observe, describe, discuss and attempt to explain the effects of different strengths or different directions of pushes and pulls on the object</p>	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Push and Pull; The Scientific Method</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Push and Pull</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> </ul>
<p>Plans and carries out, with teacher support, comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push)</p>	<ul style="list-style-type: none"> <li>• Songs: Push and Pull; The Scientific Method; Gravity</li> <li>• Books: Up and Down; Mr. Mario's Neighborhood</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Push and Pull</li> </ul>
<p>Records results of observations, with teacher support, using simple drawings, discussions, charts, photos or models and reflects on what was learned</p>	<ul style="list-style-type: none"> <li>• Books: One More Cat; Milton's Mittens</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
<p>Uses knowledge and skills learned through observations and exploration to create new and improved objects or processes (e.g., changes the surface material of a ramp or put bigger wheels on a car to make a difference in speed)</p>	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Science Tools; Inventions All Around</li> <li>• Push and Pull</li> </ul>
<p>Listens to stories, poems, and finger plays about physical knowledge and uses vocabulary about speed, motion and stability in daily conversations</p>	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>
<p>Constructs a system of tubes and/or ramps for a marble to travel through; and discovers that steeper ramps will cause a marble to travel faster</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>
<b>EARTH SCIENCE</b>	
<p>Uses senses and tools (including technology) to observe, describe, discuss and generate questions about changes in weather over time (e.g., why ice melts faster in the sun than in the woods, why puddles evaporate in the sun but remain longer in the shade, why metal gets hot on a sunny day but not a rainy one)</p>	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Precipitation; Five Senses</li> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Weather</li> <li>• Sun</li> <li>• Science Tools</li> <li>• Weather Tools</li> </ul>
<p>Plans and carries out simple experiments about water and heat (turning water to ice when brought outdoors in winter or mud turning to dirt in the sun) and records observations using drawings, discussions, graphs and technology</p>	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; The Scientific Method</li> <li>• Solid and Liquid</li> <li>• Water</li> <li>• States of Water</li> </ul>



MAINE STANDARDS	WATERFORD RESOURCES
<b>EARTH SCIENCE</b> <i>continued</i>	
Asks questions and investigates the ways that weather can affect things that can be done outside	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Weather</li> </ul>
Uses knowledge and skills learned through observation of the earth and sun to create new and improved objects or processes (e.g. creating shade on a hot day or changing the path of water away from the playground after rain)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Demonstrates, through observation and investigation, an understanding that human action impacts the earth (i.e., use of resources and recycling, the process from cutting trees to recycling paper)	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>
Demonstrates an understanding of how weather forecasts are used to select appropriate garments to wear or bring along when leaving home	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: Whatever the Weather; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Joanne Simpson</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Weather</li> </ul>
Develops a sense of dangerous/severe weather in Maine	<ul style="list-style-type: none"> <li>• Songs: Storms; Precipitation</li> <li>• Lightning Safety</li> <li>• Weather</li> </ul>
<b>LIFE SCIENCE</b>	
Uses senses to observe and describe properties of familiar plants and animals	<ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Living and Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>

MAINE STANDARDS	WATERFORD RESOURCES
<b>LIFE SCIENCE</b> <i>continued</i>	
<p>Uses vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures</p>	<ul style="list-style-type: none"> <li>• Books: Watch the Woolly Worm; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Carl Linnaeus</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> </ul>
<p>Develops plans, based on observations and guided inquiry, to care for plant and animals in the classroom and surrounding area</p>	<ul style="list-style-type: none"> <li>• Songs: Plants are Growing; Food From Plants</li> <li>• Book: A Seed Grows; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall</li> <li>• Plants Need Water</li> <li>• Animals Need Water</li> <li>• Plants and Animals Need Air</li> <li>• Sun</li> <li>• Water</li> <li>• Plants</li> </ul>
<p>Observes and describes animals in his/her immediate environment to learn what they need to live</p>	<ul style="list-style-type: none"> <li>• Books: The Watermelon Seed; A Seed Grows</li> <li>• Animals Need Water</li> <li>• Sun</li> <li>• Mountains</li> <li>• Rainforests</li> <li>• Oceans</li> </ul>
<p>Uses nature journals, tally sheets and resource materials, with support, to summarize observations (e.g., make connections between the types and numbers of birds coming to a feeder in summer or winter by counting and categorizing)</p>	<ul style="list-style-type: none"> <li>• Song: Tallying</li> <li>• Books: One More Cat; For the Birds; Birds At My House</li> <li>• Tally Marks</li> </ul>
<p>Listens to accounts and discusses pictures found in fictional or non-fictional books or media to enhance vocabulary and concept knowledge of living things and their environments</p>	<ul style="list-style-type: none"> <li>• Songs: Animal Bodies; Plant or Animal</li> <li>• Books: Guess What I Am; Creepy Crawlers; Animal Bodies</li> <li>• Plant or Animal</li> <li>• Plants</li> <li>• Mammals</li> <li>• Fish</li> <li>• Birds</li> <li>• Amphibians</li> <li>• Spiders</li> <li>• Insects</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Rainforests</li> <li>• Oceans</li> </ul>
<p>Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions</p>	<ul style="list-style-type: none"> <li>• Songs: Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>
<p>With teacher support, creates drawings or models for possible solutions</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>

MAINE STANDARDS	WATERFORD RESOURCES
<b>LIFE SCIENCE</b> <i>continued</i>	
Compares tools or solutions and reflects on what works well	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>
Designs and creates materials to change the behavior or incidence of creatures (e.g. bird feeders, butterfly gardens) in places	<ul style="list-style-type: none"> <li>• Book: For the Birds</li> </ul>
<b>SOCIAL STUDIES</b>	
<b>CIVICS AND GOVERNMENT</b>	
Understands the reason for rules in the home and classroom and for laws in the community	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.
Understands and discusses why responsibilities are important	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. <ul style="list-style-type: none"> <li>• Family Photo Fun: Broken Lamp</li> <li>• I Can Calm Down Videos</li> </ul>
Displays awareness that rules and laws change	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.
Participates in developing classroom rules and decisions	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.
Assists, with support and guidance, in developing and participating in activity designed to care for the environment and/or community	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>
<b>ECONOMICS</b>	
Explores and discusses differences between needs and wants	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.
Understands individuals may have to wait before buying a good or service they want	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>GEOGRAPHY</b>	
Develops an understanding of the use and representation of simple maps, globes, and other geographic tools	Sing Around the World Songs are introduced with a map showing the location of the country represented.
Describes some physical features of the community	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Child</li> </ul>

MAINE STANDARDS	WATERFORD RESOURCES
<b>GEOGRAPHY</b> <i>continued</i>	
Recognizes that environmental changes can impact people, animals, and plants	<ul style="list-style-type: none"> <li>• Songs: Seasons; Pollution Rap; Conservation</li> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• Pollution and Recycling</li> <li>• Plants</li> <li>• Sun</li> <li>• Summer</li> <li>• Spring</li> <li>• Winter</li> <li>• Fall</li> <li>• Weather</li> </ul>
Displays awareness that geographic features influence how people live and work in their community and in other geographic regions	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>HISTORY</b>	
Differentiates between past, present, and future	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Book: I Can't Wait</li> <li>• Yesterday/Tomorrow</li> <li>• Today</li> </ul>
Demonstrates a basic understanding of how things, people, and places change over time	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• Plants</li> <li>• Sun</li> <li>• Summer</li> <li>• Spring</li> <li>• Winter</li> <li>• Fall</li> <li>• Weather</li> </ul>
Recalls events that happened in the past, such as a family or personal history	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.
Displays awareness of similarities and differences among individuals and families	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?



## 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



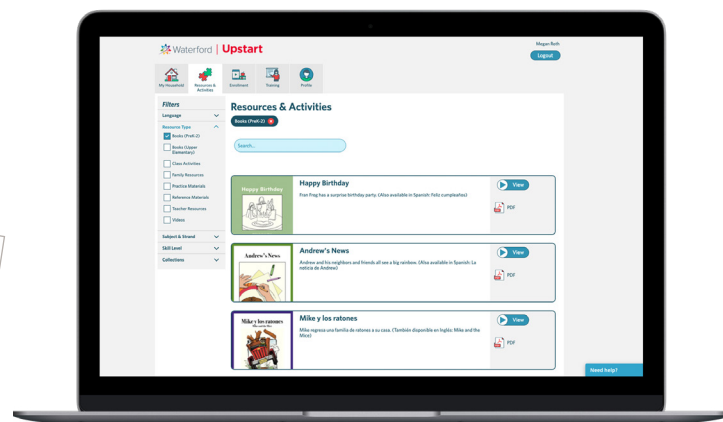
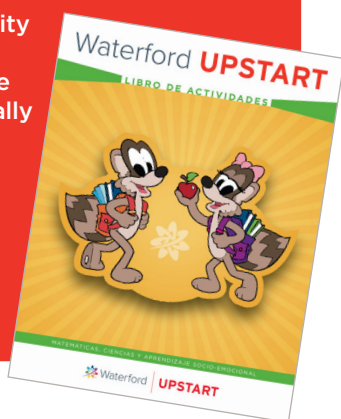
## FAMILY ENGAGEMENT

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

### CONTINUAL DEVELOPMENT

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