

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*North Carolina
Foundations for
Early Learning
and Development
2013*

TABLE OF CONTENTS

| | |
|--|-----------|
| APPROACHES TO PLAY AND LEARNING | 1 |
| CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS | 1 |
| PLAY AND IMAGINATION. | 1 |
| RISK TAKING, PROBLEM SOLVING, AND FLEXIBILITY | 2 |
| ATTENTIVENESS, EFFORT, AND PERSISTENCE. | 3 |
| EMOTIONAL AND SOCIAL DEVELOPMENT | 3 |
| DEVELOPING A SENSE OF SELF | 3 |
| DEVELOPING A SENSE OF SELF WITH OTHERS. | 4 |
| LEARNING ABOUT FEELINGS | 5 |
| HEALTH AND PHYSICAL DEVELOPMENT | 6 |
| PHYSICAL HEALTH AND GROWTH. | 6 |
| MOTOR DEVELOPMENT. | 7 |
| SELF-CARE | 8 |
| SAFETY AWARENESS. | 9 |
| LANGUAGE DEVELOPMENT AND COMMUNICATION | 9 |
| LEARNING TO COMMUNICATE. | 9 |
| FOUNDATIONS FOR READING. | 11 |
| FOUNDATIONS FOR WRITING | 14 |
| COGNITIVE DEVELOPMENT | 15 |
| CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING | 15 |
| CREATIVE EXPRESSION. | 16 |
| SOCIAL CONNECTIONS. | 17 |
| MATHEMATICAL THINKING AND EXPRESSION | 19 |
| SCIENTIFIC EXPLORATION AND KNOWLEDGE. | 22 |
| WATERFORD BOOKS AND RELATED ACTIVITIES | 24 |
| WATERFORD FAMILY ENGAGEMENT RESOURCES | 27 |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
|---|---|
| APPROACHES TO PLAY AND LEARNING | |
| CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS | |
| GOAL APL-1: CHILDREN SHOW CURIOSITY AND EXPRESS INTEREST IN THE WORLD AROUND THEM. | |
| Discover things that interest and amaze them and seek to share them with others. APL-1m | <ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver Science Investigation |
| Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1n | <ul style="list-style-type: none"> Party Time Squirrel's Sketches Soup's On! |
| Show interest in a growing range of topics, ideas, and tasks. APL-1o | <ul style="list-style-type: none"> Science Investigation |
| Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p | 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 APL-2: CHILDREN ACTIVELY SEEK TO UNDERSTAND THE WORLD AROUND THEM. | |
| Ask questions to find out more about the things that interest them, including questions about future events. APL-2l | <ul style="list-style-type: none"> Book: I Want to Be a Scientist Like Jane Goodall Science Investigation |
| Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new). APL-2m | <ul style="list-style-type: none"> Song: I Am Part of All I See Science Investigation Science Tools |
| Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n | <ul style="list-style-type: none"> Connect to Me Build Knowledge Science Investigation |
| PLAY AND IMAGINATION | |
| GOAL APL-3: CHILDREN ENGAGE IN INCREASINGLY COMPLEX PLAY. | |
| Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r | <ul style="list-style-type: none"> Clubhouse Marmot's Basket Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> Role Play |
| Use more complex and varied language to share ideas and influence others during play. APL-3s | 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. |
| Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t | <ul style="list-style-type: none"> Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> Role Play |
| Demonstrate their cultural values and "rules" through play (tells another child, "That's not what mommies do."). APL-3u | <ul style="list-style-type: none"> Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> Role Play |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
|---|---|
| GOAL APL-4: CHILDREN DEMONSTRATE CREATIVITY, IMAGINATION, AND INVENTIVENESS. | |
| Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l | <ul style="list-style-type: none"> • Pretend Play Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do? |
| Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m | <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 and resourceful ways to represent experiences or ideas. APL-4n | <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. APL-4o | <ul style="list-style-type: none"> • Pretend Play • Mama’s Melody Resources: <ul style="list-style-type: none"> • Role Play • Hi! Notes |
| RISK TAKING, PROBLEM SOLVING, AND FLEXIBILITY | |
| GOAL APL-5: CHILDREN ARE WILLING TO TRY NEW AND CHALLENGING EXPERIENCES. | |
| Express a belief that they can do things that are hard. APL-5o | 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. APL-5p | 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. |
| Ask to participate in new experiences that they have observed or heard about. APL-5q | 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. APL-5r | 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 APL-6: CHILDREN USE A VARIETY OF STRATEGIES TO SOLVE PROBLEMS. | |
| Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). APL-6n | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| Describe the steps they will use to solve a problem. APL-6o | <ul style="list-style-type: none"> • Song: Problem Solving • Book: Milton’s Mittens • Story Problem Strategies |
| Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| Explain how they solved a problem to another person. APL-6q | 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. |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
|--|--|
| ATTENTIVENESS, EFFORT, AND PERSISTENCE | |
| GOAL APL-7: CHILDREN DEMONSTRATE INITIATIVE. | |
| Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). APL-7j | 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 identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7k | 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. |
| Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). APL-7l | 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 APL-8: CHILDREN MAINTAIN ATTENTIVENESS AND FOCUS. | |
| Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape). APL-8k | Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. |
| Consistently remain engaged in self-directed activities. APL-8l | Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest. |
| GOAL APL-9: CHILDREN PERSIST AT CHALLENGING ACTIVITIES. | |
| Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h | 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. |
| When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9 | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j | 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. |
| Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. |
| EMOTIONAL AND SOCIAL DEVELOPMENT | |
| DEVELOPING A SENSE OF SELF | |
| GOAL ESD-1: CHILDREN DEMONSTRATE A POSITIVE SENSE OF SELF-IDENTITY AND SELF-AWARENESS. | |
| Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). ESD-1o | <ul style="list-style-type: none"> • Book: Mine |
| Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p | Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. |
| Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q | Consistent review and practice throughout the Waterford sequence builds student awareness of, and confidence in, the skills they are learning. |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL ESD-2: CHILDREN EXPRESS POSITIVE FEELINGS ABOUT THEMSELVES AND CONFIDENCE IN WHAT THEY CAN DO. | |
| Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n | <ul style="list-style-type: none"> • Books: I Hate Peas; Ooey, Goopy Mud; Grandpa’s Great Athlete • Squirrel’s Sketches • Come Inside • My Family |
| Express the belief that they can do many things. ESD-2o | 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. |
| Stick with tasks even when they are challenging. ESD-2p | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. |
| Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”). ESD-2q | 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. |
| DEVELOPING A SENSE OF SELF WITH OTHERS | |
| GOAL ESD-3: CHILDREN FORM RELATIONSHIPS AND INTERACT POSITIVELY WITH FAMILIAR ADULTS WHO ARE CONSISTENT AND RESPONSIVE TO THEIR NEEDS. | |
| Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3q | <ul style="list-style-type: none"> • Lost and Found • Find Me! • It’s Not Fair! • Do I Have To? • Where’s Papa? <p>Resources:</p> <ul style="list-style-type: none"> • Trusted Adults |
| Form positive relationships with new teachers or caregivers over time. ESD-3r | 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 continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3s | 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 ESD-4: CHILDREN FORM RELATIONSHIPS AND INTERACT POSITIVELY WITH OTHER CHILDREN. | |
| Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). ESD-4p | 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 and abilities. ESD-4q | Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. |
| Seek and give support with children they identify as friends. ESD-4r | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL ESD-4: CHILDREN FORM RELATIONSHIPS AND INTERACT POSITIVELY WITH OTHER CHILDREN <i>continued.</i> | |
| Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |
| Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |
| GOAL ESD-5: CHILDREN DEMONSTRATE THE SOCIAL AND BEHAVIORAL SKILLS NEEDED TO SUCCESSFULLY PARTICIPATE IN GROUPS. | |
| Follow social rules, transitions, and routines that have been explained to them. ESD-5q | 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. |
| Make requests clearly and effectively most of the time. ESD-5r | 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. |
| Balance their own needs with those of others in the group. ESD-5s | 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. |
| Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5t | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5u | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| Express respect and caring for all people, including people with disabilities and those from different cultures. ESD-5v | 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. |
| LEARNING ABOUT FEELINGS | |
| GOAL ESD-6: CHILDREN IDENTIFY, MANAGE, AND EXPRESS THEIR FEELINGS. | |
| Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o | <ul style="list-style-type: none"> • Boo Hoo Baby • Do I Have To? • It's Not Fair! • Lost and Found • Clubhouse • Marmot's Basket • Perfect Present • My Family • Soup's On! |
| Independently manage and express feelings effectively most of the time. ESD-6p | 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." |
| Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). ESD-6q | 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. |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL ESD-6: CHILDREN IDENTIFY, MANAGE, AND EXPRESS THEIR FEELINGS <i>continued.</i> | |
| Give 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.”). ESD-6r | 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 problem-solving strategies when feeling angry or frustrated. ESD-6s | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| GOAL ESD-7: CHILDREN RECOGNIZE AND RESPOND TO THE NEEDS AND FEELINGS OF OTHERS. | |
| Communicate understanding and empathy for others’ feelings. ESD-7n | <ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby’s Ball <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I’m Feeling • Emotion Cards |
| Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”). ESD-7o | 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. |
| Choose to act in ways that show respect for others’ feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p | 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. |
| HEALTH AND PHYSICAL DEVELOPMENT | |
| PHYSICAL HEALTH AND GROWTH | |
| GOAL HPD-1: CHILDREN DEVELOP HEALTHY EATING HABITS. | |
| Try new foods. HPD-1s | <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) |
| Feed themselves with utensils independently. HPD-1t | 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. HPD-1u | <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 amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v | <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) |
| Name foods and beverages that help to build healthy bodies. HPD-1w | <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) |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL HPD-2: CHILDREN ENGAGE IN ACTIVE PHYSICAL PLAY INDOORS AND OUTDOORS. | |
| Develop strength and stamina by spending extended periods of time playing vigorously. HPD-2o | 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. |
| Communicate ways exercise keeps us healthy and makes us feel good. HPD-2p | <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). HPD-2q | 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. HPD-2r | 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 HPD-3: CHILDREN DEVELOP HEALTHY SLEEPING HABITS. | |
| Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k | <ul style="list-style-type: none"> • Song: Health • Exercise and Rest |
| Independently start and participate in sleep routines most of the time. HPD-3l | 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. |
| MOTOR DEVELOPMENT | |
| GOAL HPD-4: CHILDREN DEVELOP THE LARGE MUSCLE CONTROL AND ABILITIES NEEDED TO MOVE THROUGH AND EXPLORE THEIR ENVIRONMENT. | |
| Coordinate movement of upper and lower body. HPD-4p | 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. |
| Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q | 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 stop (run fast, pedal fast). HPD-4r | 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. HPD-4s | <ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning; Monster Trucks • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last <p>Resources:</p> <ul style="list-style-type: none"> • Personal Space Circle |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL HPD-5: CHILDREN DEVELOP SMALL MUSCLE CONTROL AND HAND-EYE COORDINATION TO MANIPULATE OBJECTS AND WORK WITH TOOLS. | |
| Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. |
| Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. |
| Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. |
| SELF-CARE | |
| GOAL HPD-6: CHILDREN DEVELOP AWARENESS OF THEIR NEEDS AND THE ABILITY TO COMMUNICATE THEIR NEEDS. | |
| Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i | 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. |
| Consistently use strategies to calm themselves when needed. HPD-6j | 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.” |
| GOAL HPD-7: CHILDREN DEVELOP INDEPENDENCE IN CARING FOR THEMSELVES AND THEIR ENVIRONMENT. | |
| Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7p | 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. |
| Dress and undress themselves independently. HPD-7q | 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. |
| Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7r | 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. |
| Eat with a fork. HPD-7s | 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. |
| Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7t | <ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water |
| Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7u | <ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Exercise and Rest • Healthy Food |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| SAFETY AWARENESS | |
| GOAL HPD-8: CHILDREN DEVELOP AWARENESS OF BASIC SAFETY RULES AND BEGIN TO FOLLOW THEM. | |
| Avoid potentially dangerous behaviors. HPD-8m | <ul style="list-style-type: none"> Song: Sun Blues <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. HPD-8n | <ul style="list-style-type: none"> Song: Sun Blues Lightning Safety <p>Resources:</p> <ul style="list-style-type: none"> Emergency Preparedness for Kids Fire Safety for Kids |
| Independently follow basic safety rules. HPD-8o | <p>Resources:</p> <ul style="list-style-type: none"> Emergency Preparedness for Kids Fire Safety for Kids |
| Identify people who can help them in the community (police, firefighter, nurse). HPD-8p | <ul style="list-style-type: none"> Book: Play Ball <p>Resources:</p> <ul style="list-style-type: none"> Community Helpers Trusted Adults |
| LANGUAGE DEVELOPMENT AND COMMUNICATION | |
| LEARNING TO COMMUNICATE | |
| GOAL LDC-1: CHILDREN UNDERSTAND COMMUNICATIONS FROM OTHERS. | |
| Show understanding of increasingly complex sentences. LDC-1n | <ul style="list-style-type: none"> Song: What Is a Sentence? Sentences |
| Respond to requests for information or action. LDC-1o | <ul style="list-style-type: none"> Find An Answer Science Investigation |
| Follow more detailed multi-step directions. LDC-1p | Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to multi-step directions. |
| GOAL LDC-2: CHILDREN PARTICIPATE IN CONVERSATIONS WITH PEERS AND ADULTS IN ONE-ON-ONE, SMALL, AND LARGER GROUP INTERACTIONS. | |
| Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l | <ul style="list-style-type: none"> Books: Seeing Fingers; Noise? What Noise? <p>Resources:</p> <ul style="list-style-type: none"> Lots of Feelings Guess What I'm Feeling Emotion Cards |
| Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m | Social-emotional videos model back and forth conversations, initiated and responded to by different characters. |
| Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n | Social-emotional videos model back and forth conversations, initiated and responded to by different characters. |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL LDC-2: CHILDREN PARTICIPATE IN CONVERSATIONS WITH PEERS AND ADULTS IN ONE-ON-ONE, SMALL, AND LARGER GROUP INTERACTIONS <i>continued</i>. | |
| Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o | 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. |
| Appreciate and use humor. LDC-2p | <ul style="list-style-type: none"> • Books: Rocks in My Socks; Frank’s Pranks • Where’s Papa? |
| GOAL LDC-3: CHILDREN ASK AND ANSWER QUESTIONS IN ORDER TO SEEK HELP, GET INFORMATION, OR CLARIFY SOMETHING THAT IS NOT UNDERSTOOD. | |
| Answer more complex questions with more explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”). LDC-3f | 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. |
| Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g | <ul style="list-style-type: none"> • Science Investigation |
| GOAL LDC-4: CHILDREN SPEAK AUDIBLY AND EXPRESS THOUGHTS, FEELINGS, AND IDEAS CLEARLY. | |
| Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4j | <ul style="list-style-type: none"> • Lost and Found • Find Me! • It’s Not Fair! • Do I Have To? • Musical Mayhem • Perfect Present • Come Inside • My Family |
| Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4k | 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. |
| Speak clearly enough to be understood by most people. LDC-4l | Waterford introduces letter sounds with instruction that demonstrates the positioning of lips and tongue to form the sound correctly and clearly. |
| GOAL LDC-5: CHILDREN DESCRIBE FAMILIAR PEOPLE, PLACES, THINGS, AND EVENTS. | |
| Describe experiences and create and/or retell longer narratives. LDC-5f | 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 LDC-6: CHILDREN USE MOST GRAMMATICAL CONSTRUCTIONS OF THEIR HOME LANGUAGE WELL. | |
| Speak in full sentences that are grammatically correct most of the time. LDC-6i | <ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences |
| GOAL LDC-7: CHILDREN RESPOND TO AND USE A GROWING VOCABULARY. | |
| Repeat familiar songs, chants, or rhymes. LDC-7o | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) |
| Use a growing vocabulary that includes many different kinds of words to express ideas clearly. LDC-7p | 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. |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
|--|---|
| GOAL LDC-7: CHILDREN RESPOND TO AND USE A GROWING VOCABULARY <i>continued.</i> | |
| <p>Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7q</p> | <ul style="list-style-type: none"> • Song: Look For a Clue • Picture Clues • Vocabulary |
| FOUNDATIONS FOR READING | |
| GOAL LDC-8: CHILDREN DEVELOP INTEREST IN BOOKS AND MOTIVATION TO READ. | |
| <p>Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m</p> | <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books • Decodable Books (See titles at end of document.) |
| <p>Use and share books and print in their play. LDC-8n</p> | <ul style="list-style-type: none"> • Pretend Play • Sing a Rhyme Songs/Books • Read-Along Books • Decodable Books (See titles at end of document.) |
| <p>Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o</p> | <ul style="list-style-type: none"> • Read With Me • Read-Along Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.) |
| GOAL LDC-9: CHILDREN COMPREHEND AND USE INFORMATION PRESENTED IN BOOKS AND OTHER PRINT MEDIA. | |
| <p>Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-9o</p> | <ul style="list-style-type: none"> • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.) |
| <p>Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-9p</p> | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Science Investigation • Words Tell About the Pictures • Build Knowledge |
| <p>Use knowledge of the world to make sense of more challenging texts. LDC-9q</p> | <ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Science Investigation |
| <p>Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-9r</p> | <ul style="list-style-type: none"> • Connect to Me • Build Knowledge |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL LDC-9: CHILDREN COMPREHEND AND USE INFORMATION PRESENTED IN BOOKS AND OTHER PRINT MEDIA <i>continued</i>. | |
| Ask more focused and detailed questions about a story or the information in a book. LDC-9s | <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Find An Answer • Look At Details |
| Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9t | <ul style="list-style-type: none"> • Peek At the Story • Find an Answer • Describe Characters • Sum Up: Five Ws |
| GOAL LDC-10: CHILDREN DEVELOP BOOK KNOWLEDGE AND PRINT AWARENESS. | |
| Hold a book upright while turning pages one by one from front to back. LDC-10k | All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. As the narrator reads, text is highlighted which helps show the sequence of print. |
| Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story.”). LDC-10l | <ul style="list-style-type: none"> • Print Concepts • Words Tell About the Pictures • Picture Story • Print Directionality Introduction |
| Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-10m | <ul style="list-style-type: none"> • Letters Make Words • Print Concepts |
| With prompting and support, run their finger under or over print as they pretend to read text. LDC-10n | All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. As the narrator reads, text is highlighted which helps show the sequence of print. |
| Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-10o | <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words • Alphabet Introduction (Distinguish Letters) |
| Identify their name and the names of some friends when they see them in print. LDC-10p | <ul style="list-style-type: none"> • Name Game (What’s Your Name?) |
| GOAL LDC-11: CHILDREN DEVELOP PHONOLOGICAL AWARENESS. | |
| Enjoy rhymes and wordplay, and sometimes add their own variations. LDC-11i | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
|--|---|
| GOAL LDC-11: CHILDREN DEVELOP PHONOLOGICAL AWARENESS <i>continued.</i> | |
| Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11j | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Syllables • Syllable Safari |
| Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11k | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Rhyming Words • Finish the Picture • One Doesn't Rhyme • Initial Sound • Right Initial Sound • Where Is the Sound? |
| Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11l | <ul style="list-style-type: none"> • Initial Sound • Right Initial Sound |
| GOAL LDC-12: CHILDREN BEGIN TO DEVELOP KNOWLEDGE OF THE ALPHABET AND THE ALPHABETIC PRINCIPLE. | |
| Demonstrate an interest in learning the alphabet. LDC-12e | <ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Letter Match (Alphabet Review) • Letter Checker • Find the Letter • Name That Letter • Similarities and Differences in Letters |
| Show they know that letters function to represent sounds in spoken words. LDC-12f | <ul style="list-style-type: none"> • Letter Sound Songs • Name That Letter Sound • Letter Sound • Letter Sound Screening • Sound Room |
| Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g | <ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Letter Match (Alphabet Review) • Letter Checker • Find the Letter • Name That Letter • Similarities and Differences in Letters • Name Game (What's Your Name?) |
| Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, " A-a-apple."). LDC-12h | <ul style="list-style-type: none"> • Letter Sound Songs • Name That Letter Sound • Letter Sound • Letter Sound Screening • Sound Room |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL LDC-12: CHILDREN BEGIN TO DEVELOP KNOWLEDGE OF THE ALPHABET AND THE ALPHABETIC PRINCIPLE <i>continued</i>. | |
| 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. LDC-12i | <ul style="list-style-type: none"> • Letter Sound Songs • Name That Letter Sound • Letter Sound • Letter Sound Screening • Sound Room • Choose a Sound • Where Is the Sound? • Initial Sound • Right Initial Sound |
| FOUNDATIONS FOR WRITING | |
| GOAL LDC-13: CHILDREN USE WRITING AND OTHER SYMBOLS TO RECORD INFORMATION AND COMMUNICATE FOR A VARIETY OF PURPOSES. | |
| Represent thoughts and ideas in drawings and by writing letters or letter- like forms. LDC-13f | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Communicate their thoughts for an adult to write. LDC-13g | 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. |
| Independently engage in writing behaviors for various purposes (e.g., 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). LDC-13h | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| GOAL LDC-14: CHILDREN USE KNOWLEDGE OF LETTERS IN THEIR ATTEMPTS TO WRITE. | |
| Use known letters and approximations of letters to write their own name and some familiar words. LC-14c | <ul style="list-style-type: none"> • Name Game (What’s Your Name?) • Letter Trace (Letter Picture Writing) |
| Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LC-14d | <ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Letter Sound Screening • Sound Room |
| GOAL LDC-15: CHILDREN USE WRITING SKILLS AND CONVENTIONS. | |
| Use a variety of writing tools and materials with increasing precision. LC-15i | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LC-15j | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Use some conventional letters in their writing. LC-15k | <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) • Letter Match (Alphabet Review) |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| COGNITIVE DEVELOPMENT | |
| CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING | |
| GOAL CD-1: CHILDREN USE THEIR SENSES TO CONSTRUCT KNOWLEDGE ABOUT THE WORLD AROUND THEM. | |
| Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1k | <ul style="list-style-type: none"> • Song: Five Senses • Sight • Touch • Hearing • Smell • Taste • Heavy and Light • Big and Little • Tall and Short • Science Investigation |
| Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1l | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1m | <ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality |
| Organize and use information through matching, grouping, and sequencing. CD-1n | <ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Match • Sort • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next? |
| GOAL CD-2: CHILDREN RECALL INFORMATION AND USE IT FOR NEW SITUATIONS AND PROBLEMS. | |
| Demonstrate their ability to apply what they know about everyday experiences to new situations. CD-2u | <ul style="list-style-type: none"> • Science Investigation • Connect to Me • Build Knowledge • Step Into the Story |
| Describe past events in an organized way, including details or personal reactions. CD-2v | <ul style="list-style-type: none"> • Sum Up: Five Ws • Sum Up: Remember Order |
| Improve their ability to make predictions and explain why things happen using what they know. CD-2w | <ul style="list-style-type: none"> • Peek At the Story • Find an Answer |
| Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x | <ul style="list-style-type: none"> • Build Knowledge • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
|---|---|
| GOAL CD-2: CHILDREN RECALL INFORMATION AND USE IT FOR NEW SITUATIONS AND PROBLEMS <i>continued.</i> | |
| Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y | <ul style="list-style-type: none"> • Song: Five Senses • Sight • Touch • Hearing • Smell • Taste • Observe a Simple System • Science Investigation |
| GOAL CD-3: CHILDREN DEMONSTRATE THE ABILITY TO THINK ABOUT THEIR OWN THINKING: REASONING, TAKING PERSPECTIVES, AND MAKING DECISIONS. | |
| Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). CD-3i | <ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality |
| Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”). CD-3j | <ul style="list-style-type: none"> • Books: Ooey, Gooney Mud; I Hate Peas; Lumpy Mush; Bad News Shoes; The City Mouse and the Country Mouse • It’s Not Fair! • Do I Have To? |
| Use language to describe their thinking processes with adult support. CD-3k | 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. |
| CREATIVE EXPRESSION | |
| GOAL CD-4: CHILDREN DEMONSTRATE APPRECIATION FOR DIFFERENT FORMS OF ARTISTIC EXPRESSION. | |
| Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4i | 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, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j | 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 art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). CD-4k | 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 CD-5: CHILDREN DEMONSTRATE SELF-EXPRESSION AND CREATIVITY IN A VARIETY OF FORMS AND CONTEXTS, INCLUDING PLAY, VISUAL ARTS, MUSIC, DRAMA, AND DANCE. | |
| Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r | <ul style="list-style-type: none"> • Squirrel’s Sketches • Baby’s Ballet • Mama’s Melody • Papa’s Play <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL CD-5: CHILDREN DEMONSTRATE SELF-EXPRESSION AND CREATIVITY IN A VARIETY OF FORMS AND CONTEXTS, INCLUDING PLAY, VISUAL ARTS, MUSIC, DRAMA, AND DANCE <i>continued</i>. | |
| Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s | <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Traditional Tales (See titles at end of document.) • Papa’s Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play |
| Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u | <ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby’s Ballet • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes |
| Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v | <ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby’s Ballet • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes |
| SOCIAL CONNECTIONS | |
| GOAL CD-6: CHILDREN DEMONSTRATE KNOWLEDGE OF RELATIONSHIPS AND ROLES WITHIN THEIR OWN FAMILIES, HOMES, CLASSROOMS, AND COMMUNITIES. | |
| Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k | <ul style="list-style-type: none"> • Books: José Three; Mine • My Family • Come Inside |
| Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l | <ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Community Helpers • Trusted Adults • What Would You Do? |
| Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m | <ul style="list-style-type: none"> • Book: Play Ball <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Community Helpers • Trusted Adults • What Would You Do? |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL CD-7: CHILDREN RECOGNIZE THAT THEY ARE MEMBERS OF DIFFERENT GROUPS (E.G., FAMILY, PRESCHOOL CLASS, CULTURAL GROUP). | |
| Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e | <ul style="list-style-type: none"> • Clubhouse • Come Inside • My Family |
| GOAL CD-8: CHILDREN IDENTIFY AND DEMONSTRATE ACCEPTANCE OF SIMILARITIES AND DIFFERENCES BETWEEN THEMSELVES AND OTHERS. | |
| Show acceptance of people who are different from themselves as well as people who are similar. CD-8f | <ul style="list-style-type: none"> • Sing Around the World Songs |
| Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”). CD-8g | Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. |
| Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h | <ul style="list-style-type: none"> • Sing Around the World Songs |
| GOAL CD-9: CHILDREN EXPLORE CONCEPTS CONNECTED WITH THEIR DAILY EXPERIENCES IN THEIR COMMUNITY. | |
| Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9f | <ul style="list-style-type: none"> • Song: I Am Part of All I See • Book: Your Backyard; Where In the World Would You Go Today? • Backyards • Create Your Own Environment • Rainforests • Oceans • Deserts • Mountains <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City With Your Children |
| Observe and talk about changes in themselves and their families over time. CD-9g | 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. |
| Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear). CD-9h | <ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Books: That’s What I Like: A Book About Seasons; Whatever the Weather • Summer • Spring • Fall • Winter • Clouds • Weather • Calendar/Graph Weather |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL CD-9: CHILDREN EXPLORE CONCEPTS CONNECTED WITH THEIR DAILY EXPERIENCES IN THEIR COMMUNITY <i>continued</i>. | |
| Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i | <ul style="list-style-type: none"> • Songs: Food From Plants; Water • Books: Follow the Apples; Mela’s Water Pot • Sun • Water |
| Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |
| MATHEMATICAL THINKING AND EXPRESSION | |
| GOAL CD-10: CHILDREN SHOW UNDERSTANDING OF NUMBERS AND QUANTITIES DURING PLAY AND OTHER ACTIVITIES. | |
| Rote count in order to 20 with increasing accuracy. CD-10n | <ul style="list-style-type: none"> • Number Songs • Counting Songs • Order Numbers • Number Instruction |
| Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). CD-10o | <ul style="list-style-type: none"> • Match Numbers • Moving Target (Dots) |
| Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” CD-10p | <ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence |
| Given a number 0-5, count out that many objects. CD-10q | <ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence |
| Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. CD-10r | <ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than • Match Numbers • Make and Count Groups |
| Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. C-10s | <ul style="list-style-type: none"> • Songs: On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Addition • Subtraction • Act Out Addition • Act Out Subtraction |
| Write numerals or number-like forms during play and daily activities. CD-10t | <ul style="list-style-type: none"> • Explain Numbers • Number Instruction |
| Match numerals 1-5 to sets of objects, with guidance and support. CD-10u | <ul style="list-style-type: none"> • Make and Count Groups • Match Numbers |
| Recognize some numerals and attempt to write them during play and daily activities. CD-10v | <ul style="list-style-type: none"> • Explain Numbers • Number Instruction |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL CD-10: CHILDREN SHOW UNDERSTANDING OF NUMBERS AND QUANTITIES DURING PLAY AND OTHER ACTIVITIES <i>continued</i>. | |
| Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). CD-10w | <ul style="list-style-type: none"> • Song: Monster Trucks • First, Middle, Last |
| GOAL CD-11: CHILDREN COMPARE, SORT, GROUP, ORGANIZE AND MEASURE OBJECTS AND CREATE PATTERNS IN THEIR EVERYDAY ENVIRONMENT. | |
| Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11l | <ul style="list-style-type: none"> • Songs: Measuring Plants; Savanna Size; Large, Larger, Largest • Size • Length • Weight • Heavy and Light • Tall and Short • Big and Little |
| Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11m | <ul style="list-style-type: none"> • Length • Capacity • Weight • Measurement Tools |
| 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). CD-11n | <ul style="list-style-type: none"> • Songs: Measuring Plants; Savanna Size; Large, Larger, Largest • Size • Make Comparisons • Order Size • Length • Weight • Heavy and Light • Tall and Short • Big and Little |
| Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest). CD-11o | <ul style="list-style-type: none"> • Length • Order Size |
| Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color). CD-11p | <ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Button • Sort |
| Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). CD-11q | <ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL CD-12: CHILDREN IDENTIFY AND USE COMMON SHAPES AND CONCEPTS ABOUT POSITION DURING PLAY AND OTHER ACTIVITIES. | |
| <p>Consistently use a variety of words for positions in space, and follow directions using these words. CD-12k</p> | <ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning; Monster Trucks • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last |
| <p>Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”). CD-12l</p> | <ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Geoboard |
| <p>Name basic shapes and describe their characteristics using descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). CD-12m</p> | <ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon |
| GOAL CD-13: CHILDREN USE MATHEMATICAL THINKING TO SOLVE PROBLEMS IN THEIR EVERYDAY ENVIRONMENT. | |
| <p>Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies. CD-13e</p> | <ul style="list-style-type: none"> • Book: Milton’s Mittens • Problem Solving Strategies |
| <p>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). CD-13f</p> | <ul style="list-style-type: none"> • One-to-one Correspondence • Match Numbers • Make and Count Groups • Soup’s On! |
| <p>Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question). CD-13g</p> | <ul style="list-style-type: none"> • Book: Milton’s Mittens • Problem Solving Strategies • Act Out Addition • Act Out Subtraction • Calendar/Graph Weather |
| <p>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.”). CD-13h</p> | <ul style="list-style-type: none"> • Book: Milton’s Mittens • Problem Solving Strategies • Act Out Addition • Act Out Subtraction • Patterns • Pattern: AB; ABB; ABC |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| SCIENTIFIC EXPLORATION AND KNOWLEDGE | |
| GOAL CD-14: CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF LIVING THINGS AND THE PHYSICAL WORLD. | |
| <p>Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-14k</p> | <ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Button • Sort • Size • Simple Shapes • Insects • Touch • Sight • Spiders • Rocks • Plants |
| <p>Notice and react to the natural world and the outdoor environment. CD-14l</p> | <ul style="list-style-type: none"> • Songs: I Am Part of All I See; Seasons • Book: That’s What I Like: A Book About Seasons • Rainforests • Mountains • Oceans • Desert • Spring • Summer • Fall • Winter |
| <p>Describe some things plants and animals need to live and grow (sunlight, water, food). CD-14m</p> | <ul style="list-style-type: none"> • Songs: Food From Plants; Plants Are Growing; Water • Books: Follow the Apples; Mela’s Water Pot • Sun • Water • Plants Need Water • Animals Need Water • Plants and Animals Need Air |
| <p>Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-14n</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>Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-14o</p> | <ul style="list-style-type: none"> • Songs: Seasons; Sun Blues; The Moon; Precipitation • Books: That’s What I Like: A Book About Seasons; Moon Song • Sun • Moon • Spring • Summer • Fall • Winter • Weather • Clouds |
| <p>Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-14p</p> | <ul style="list-style-type: none"> • Materials • Water • States of Water • Solid and Liquid |

| NORTH CAROLINA STANDARDS | WATERFORD RESOURCES |
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| GOAL CD-14: CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF LIVING THINGS AND THE PHYSICAL WORLD <i>continued</i>. | |
| Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-14q | <ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water |
| GOAL CD-15: CHILDREN EXPLORE THE WORLD BY OBSERVING, MANIPULATING OBJECTS, ASKING QUESTIONS, MAKING PREDICTIONS, AND DEVELOPING GENERALIZATIONS. | |
| Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15n | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-15o | <ul style="list-style-type: none"> • Science Investigation • Build Knowledge • Find an Answer • Observe a Simple System |
| Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-15p | <ul style="list-style-type: none"> • Song: Five Senses • Sight • Touch • Hearing • Smell • Taste • Heavy and Light • Big and Little • Tall and Short |
| Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-15q | <ul style="list-style-type: none"> • Science Investigation • Science Tools • Measurement Tools • Weather Tools |
| Make and check predictions through observations and experimentation, with adult support and guidance. CD-15r | <ul style="list-style-type: none"> • Observe a Simple System • Science Investigation |
| Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-15s | <ul style="list-style-type: none"> • Create Your Own Environment • Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians |



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

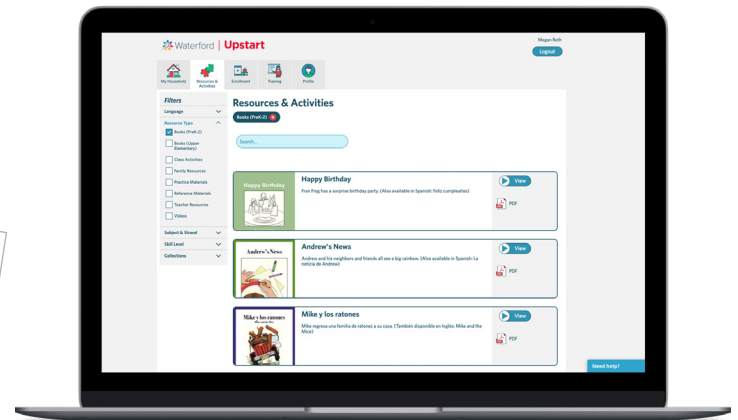
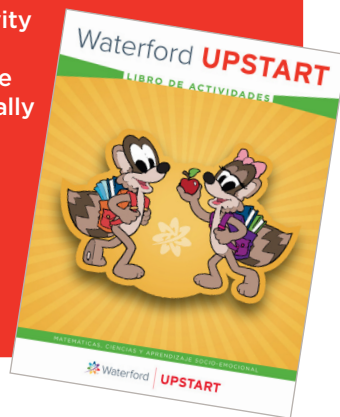
FAMILY ENGAGEMENT

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.