

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*South Carolina
Early Learning
Standards—
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SOUTH 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"> 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; My Reptile Hospital; David Next Door; I Hate Peas Science Investigation
Show interest in a growing range of topics, ideas, and tasks. APL-1o	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p	<ul style="list-style-type: none"> Books: Movin' to the Music Time; Inventions All Around; My Super Sticky Sandwich Name Game (What's Your Name?) Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> Hi! Notes
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 Sum Up: Five Ws
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
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 What Would You Do?
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.

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL APL-3: CHILDREN ENGAGE IN INCREASINGLY COMPLEX PLAY <i>continued.</i>	
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 Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do? • This Belongs to a Friend
Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”). APL-3u	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
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? • This Belongs to a Friend
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? • This Belongs to a Friend
Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n	<ul style="list-style-type: none"> • Book: Let’s Get Hats! • Papa’s Play • Pretend Play Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do? • This Belongs to a Friend
Make up stories, songs, or dances for fun during play. APL-4o	<ul style="list-style-type: none"> • Pretend Play • Baby’s Ballet • Mama’s Melody Resources: <ul style="list-style-type: none"> • Role Play • Hi! Notes
Invents new games. APL.4p	<ul style="list-style-type: none"> • Pretend Play Resources: <ul style="list-style-type: none"> • Waiting Game • Guess My Rule
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.

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL APL-5: CHILDREN ARE WILLING TO TRY NEW AND CHALLENGING EXPERIENCES <i>continued.</i>	
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 <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Waiting Game
Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p	<ul style="list-style-type: none"> • Song: Problem Solving • Book: Milton’s Mittens • Story Problem Strategies <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Waiting Game
Explain how they solved a problem to another person. APL-6q	<ul style="list-style-type: none"> • Books: Milton’s Mittens; Inventions All Around • Act Out Addition • Act Out Subtraction • Problem Solving Strategies
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-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.
Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7l	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). APL-7m	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 focus on what is relevant to a task (sort multicolored wooden beads by shape). APL-8k	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
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.

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL APL-8: CHILDREN MAINTAIN ATTENTIVENESS AND FOCUS <i>continued.</i>	
Shift attention back to a task after having been diverted from it. APL.8m	When a student is inactive for approximately 90 seconds, a screen asking them to get their teacher calls their attention back to the activity.
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-9i	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.
Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j	<ul style="list-style-type: none"> • Observe a Simple System • Plant Experiment
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"> • Books: Mine; José Three
Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-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.
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.
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: Mine; José Three; Ooey, Gooey Mud; Grandpa’s Great Athlete; My Reptile Hospital • Perfect Present • Squirrel’s Sketches • Come Inside • My Family
Express the belief that they can do many things. ESD-2o	<ul style="list-style-type: none"> • Books: Grandpa’s Great Athlete; My Reptile Hospital; Play Ball • Clubhouse • Marmot’s Basket • Soup’s On!
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.

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL ESD-2: CHILDREN EXPRESS POSITIVE FEELINGS ABOUT THEMSELVES AND CONFIDENCE IN WHAT THEY CAN DO <i>continued.</i>	
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-3t	<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 • Lots of Feelings • Guess How I’m Feeling • Emotion Cards • Panda and Tornado
Form positive relationships with new teachers or caregivers over time. ESD-3u	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-3v	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	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Pretend Play • Party Time! <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
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.
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.

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
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-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.
Make requests clearly and effectively most of the time. 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.
Balance their own needs with those of others in the group. ESD-5t	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5u	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-5v	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-5w	<ul style="list-style-type: none"> • Books: Seeing Fingers; In the Rain; Noise? What Noise?; David Next Door; The Story Cloth; Duc Tho Le’s Birthday Present; Treasures From the Loom; Lorenzo’s Llama • Boo Hoo Baby • Papa’s Thumb
Recognize and honor cultural differences. ESD-5x	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p> <ul style="list-style-type: none"> • Books: The Story Cloth; Duc Tho Le’s Birthday Present; Treasures From the Loom; Lorenzo’s Llama; Yangshi’s Perimeter; Tortillas, Tortillas; La Tortuga • Sing Around the World Songs
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! <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Feelings Poster • Guess How I’m Feeling • Panda and Tornado
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.”

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL ESD-6: CHILDREN IDENTIFY, MANAGE, AND EXPRESS THEIR FEELINGS <i>continued.</i>	
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.
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	<ul style="list-style-type: none"> • Lost and Found • Soup’s On! Resources: <ul style="list-style-type: none"> • Lots of Feelings • Feelings Poster • Guess How I’m Feeling • Panda and Tornado
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 • Papa’s Thumb
Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”). ESD-7o	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Musical Mayhem • Baby’s Ball
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	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
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 Resources: <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
Feed themselves with utensils independently. HPD-1t	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
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 Resources: <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 Resources: <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL HPD-1: CHILDREN DEVELOP HEALTHY EATING HABITS <i>continued.</i>	
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)
GOAL HPD-2: CHILDREN ENGAGE IN AND SUSTAIN VARIOUS FORMS OF PHYSICAL PLAY INDOORS AND OUT.	
Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. 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 physical activity 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	<p>Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Personal Space Circle

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
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	Waterford encourages everyone to have writing and art materials available for children’s creations.
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-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.
Dress and undress themselves independently. 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.
Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7s	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling <p>Resources:</p> <ul style="list-style-type: none"> • Clean Up Together! • Garbage Elves
Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7t	<ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Healthy Food • Exercise and Rest • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
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 <p>Resources:</p> <ul style="list-style-type: none"> Emergency Preparedness for Kids Fire Safety for Kids
Independently follow basic safety rules. HPD-8o	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.
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
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 detailed, multi-step directions.
GOAL LDC-2: CHILDREN PARTICIPATE IN CONVERSATIONS WITH PEERS AND ADULTS.	
Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l	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.
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 multiple 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 multiple back and forth conversations, initiated and responded to by different characters.

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL LDC-2: CHILDREN PARTICIPATE IN CONVERSATIONS WITH PEERS AND ADULTS <i>continued</i>.	
Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Show an appreciation for and can use humor appropriately. LDC-2p	<ul style="list-style-type: none"> Books: Rocks in My Socks; Frank’s Pranks
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 an 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"> Songs: I Am Part of All I See; Conservation Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver Science Investigation
GOAL LDC-4: CHILDREN COMMUNICATE THOUGHTS, FEELINGS, AND IDEAS CLEARLY.	
Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k	<ul style="list-style-type: none"> Lost and Found Find Me! It’s Not Fair! Do I Have To? Come Inside My Family
Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l	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-4m	Waterford introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly.
States point of view, likes and dislikes. LDC-4n	<ul style="list-style-type: none"> Books: I Hate Peas; Ooey, Gooley Mud; Lumpy Mush; Bad News Shoes; I Can’t Wait; My Super Sticky Sandwich; My Reptile Hospital It’s Not Fair! Do I Have To? Soup’s On!
Relays messages accurately. LDC-4o	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.
Expresses ideas in more than one way. LDC-4p	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-5: CHILDREN DESCRIBE FAMILIAR PEOPLE, PLACES, THINGS, AND EVENTS.	
Describe experiences and create and/or retell longer narratives. LDC-5f	<ul style="list-style-type: none"> Connect to Me Build Knowledge Step Into the Story

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
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-7p	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
Use a growing vocabulary that includes many different kinds of words to express ideas clearly. LDC-7q	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.
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-7r	<ul style="list-style-type: none"> • Song: Use a Clue • Picture Clues • Vocabulary
Distinguishes between real and made up words. LDC-7s	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality
FOUNDATIONS FOR READING	
GOAL LDC-8: CHILDREN DEVELOP INTEREST IN BOOKS AND MOTIVATION TO READ.	
Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.
Use and share books and print in their play. LDC-8n	<ul style="list-style-type: none"> • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o	<ul style="list-style-type: none"> • Read With Me • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.)
GOAL LDC-9: CHILDREN DEVELOP BOOK KNOWLEDGE AND PRINT AWARENESS.	
Hold a book upright while turning pages one by one from front to back. LDC-9k	Online Picture Story books feature animation that simulates pages turning one by one, from front to back, as the singer sings the nursery rhyme. At the end of the story, the pages flip back to the front and each word is highlighted as the narrator reads the text.

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL LDC-9: CHILDREN DEVELOP BOOK KNOWLEDGE AND PRINT AWARENESS <i>continued.</i>	
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-9l	<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.) • Print Concepts • Words Tell About the Pictures • Picture Story
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-9m	<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-9n	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.
Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o	<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-9p	<ul style="list-style-type: none"> • Name Game (What’s Your Name?)
GOAL LDC-10: CHILDREN COMPREHEND AND USE INFORMATION PRESENTED IN BOOKS AND OTHER PRINT MEDIA.	
Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10o	<ul style="list-style-type: none"> • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-10p	<ul style="list-style-type: none"> • Build Knowledge • Informational Books (See titles at end of document.) • Words Tell About the Pictures • Science Investigation
Use knowledge of the world to make sense of more challenging texts. LDC-10q	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
Ask more focused and detailed questions about a story or the information in a book. LDC-10s	<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

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL LDC-10: CHILDREN COMPREHEND AND USE INFORMATION PRESENTED IN BOOKS AND OTHER PRINT MEDIA <i>continued</i>.	
Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Peek at the Story • Find an Answer • Describe Characters
Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Find an Answer • First, Next, Last
GOAL LDC-11: CHILDREN DEVELOP PHONOLOGICAL AWARENESS.	
Distinguishes between similar sounding words (e.g., tree and three). LDC-11j	<ul style="list-style-type: none"> • Sound Songs • Letter Sound • Sound Room
Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations. LDC-11k	<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
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-11l	<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-11m	<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
Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-n	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
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 • Choose a Sound
Recognize and name many 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 • Choose a Sound
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 • 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	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing)
Incorporate representations of signs, logos or others commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Words in Your World

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL LDC-13: CHILDREN USE WRITING AND OTHER SYMBOLS TO RECORD INFORMATION AND COMMUNICATE FOR A VARIETY OF PURPOSES <i>continued</i>.	
Communicate their thoughts for an adult to write. LDC-13h	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-13i	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Words in Your World
Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational and opinion). LDC-13j	<ul style="list-style-type: none"> • Print Directionality Introduction
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-14d	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Name Game (What’s Your Name?)
Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LC-14e	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Trace (Letter Picture Writing) • 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	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing)
Use some conventional letters in their writing. LC-15k	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace (Letter Picture Writing) • Letter Match (Alphabet Review)

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
MATHEMATICAL THINKING AND EXPRESSION	
FOUNDATIONS FOR NUMBER SENSE	
GOAL MTE-1: CHILDREN DEMONSTRATE A BEGINNING UNDERSTANDING OF NUMBERS AND QUANTITY DURING PLAY AND OTHER ACTIVITIES.	
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. MTE-1q	<ul style="list-style-type: none"> • Songs: More Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Less Than • More Than • Less Than • More Than, Fewer Than • Make and Count Groups • Match Numbers
Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. MTE-1r	<ul style="list-style-type: none"> • Songs: More Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Less Than • More Than • Less Than • More Than, Fewer Than • Make and Count Groups
Rote count to 20 with increasing accuracy. MTE-1s	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Order Numbers • Number Instruction
Count up to 10 objects in a variety of ways (e.g., left to right, right to left, in stacks, etc.) MTE-1t	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Make and Count Groups • Match Numbers • One-to-one Correspondence
Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many are there?” MTE-1u	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • One-to-one Correspondence
Recognize numerals up to 10 and attempt to write them number-like forms during play and daily activities. MTE-1v	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction
Match numerals 1-10 to sets of objects, with guidance and support. MTE-1w	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Make and Count Groups • Match Numbers • One-to-one Correspondence
Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils) MTE-1x	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL MTE-1: CHILDREN DEMONSTRATE A BEGINNING UNDERSTANDING OF NUMBERS AND QUANTITY DURING PLAY AND OTHER ACTIVITIES <i>continued</i>.	
Given a number 0-5, count out that many objects. MTE-1y	<ul style="list-style-type: none"> Counting Songs Number Instruction Make and Count Groups Match Numbers One-to-one Correspondence
State the number of objects in a small collection (1-5) without counting (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting) MTE-1z	<ul style="list-style-type: none"> Moving Target (Dots) Bug Bits
Tell what number comes next or what number came before another number when counting 1-5. MTE-1aa	<ul style="list-style-type: none"> Counting Songs Order Numbers Number Line Count On
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). MTE-1ab	<ul style="list-style-type: none"> Songs: Monster Trucks; Sequencing Events First, Middle, Last
GOAL MTE-2: CHILDREN DEMONSTRATE A BEGINNING UNDERSTANDING OF NUMBERS AND OPERATIONS DURING PLAY AND OTHER ACTIVITIES.	
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). MTE-2d	<ul style="list-style-type: none"> Songs: Addition; On the Bayou; Circus Subtraction One-to-one Correspondence Match Numbers Make and Count Groups Soup’s On!
Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 objects can be combined to make 5 objects). MTE-2e	<ul style="list-style-type: none"> Songs: Addition; On the Bayou; Circus Subtraction; Subtract Those Cars Make and Count Groups Add Groups Subtract Groups Act Out Addition Act Out Subtraction
FOUNDATIONS FOR ALGEBRAIC THINKING	
MTE-3: CHILDREN DEMONSTRATE A BEGINNING UNDERSTANDING OF ALGEBRAIC THINKING BY SORTING, DESCRIBING, EXTENDING, AND CREATING SIMPLE PATTERNS DURING PLAY AND OTHER ACTIVITIES.	
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). MTE-3h	<ul style="list-style-type: none"> Song: All Sorts of Laundry Book: Buttons, Button Sort

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
MTE-3: CHILDREN DEMONSTRATE A BEGINNING UNDERSTANDING OF ALGEBRAIC THINKING BY SORTING, DESCRIBING, EXTENDING, AND CREATING SIMPLE PATTERNS DURING PLAY AND OTHER ACTIVITIES <i>continued</i>.	
Describe, duplicate and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). MTE-3i	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
Show beginning abilities to create simple repeating patterns. MTE-3j	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
FOUNDATIONS FOR GEOMETRY AND SPATIAL UNDERSTANDING	
GOAL MTE-4: CHILDREN BEGIN TO IDENTIFY, DESCRIBE, CLASSIFY, AN UNDERSTAND SHAPE, SIZE, DIRECTION, AND MOVEMENT DURING PLAY AND OTHER ACTIVITIES.	
Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. MTE-4l	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning; Monster Trucks • Book: Up in the Air • Position • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last
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.”). MTE-4m	<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 • Geoboard
Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. MTE-4n	<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
Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). MTE-4o	<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

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
FOUNDATIONS OF MEASUREMENT AND DATA ANALYSIS	
GOAL MTE-5: CHILDREN DEMONSTRATE A BEGINNING UNDERSTANDING OF MEASUREMENT (THE IDEA OF REPEATING THE USE OF AN OBJECT TO MEASURE) AND A BEGINNING UNDERSTANDING OF DATA ANALYSIS THROUGH COMPARING, AND INTERPRETING DATA DURING PLAY AND OTHER ACTIVITIES.	
Use descriptive language for size, length, or weight (short, tall, long, heavy, and big). MTE-5k	<ul style="list-style-type: none"> • Songs: Measuring Plants; Savanna Size; Large, Larger, Largest • Size • Make Comparisons • Length • Weight • Capacity • Heavy and Light • Tall and Short • Big and Little
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). MTE-5l	<ul style="list-style-type: none"> • Song: Measuring Plant; Savanna Size; Large, Larger, Largest • Make Comparisons • Size • Order Size • Length • Weight • Capacity • Heavy and Light • Tall and Short • Big and Little
Put a few objects in order by size, length, or weight (arrange a group of 3 blocks in order from the shortest to the longest). MTE-5m	<ul style="list-style-type: none"> • Length • Order Size • Make Comparisons
Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5n	<ul style="list-style-type: none"> • Science Tools • Measurement Tools • Length • Weight • Capacity
Describe the weather as hot or cold. Continue to engage in explorations with temperature.) MTE-5o	<ul style="list-style-type: none"> • Weather • Calendar/Graph Weather • Winter • Summer
Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.) MTE-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.
MATHEMATICAL THINKING AND REASONING	
GOAL MTE-6: CHILDREN USE MATHEMATICAL THINKING TO SOLVE PROBLEMS IN THEIR EVERYDAY ENVIRONMENT.	
Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®). MTE-6d	<ul style="list-style-type: none"> • Song: Train Station Patterns • Book: Milton’s Mittens • Patterns

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL MTE-6: CHILDREN USE MATHEMATICAL THINKING TO SOLVE PROBLEMS IN THEIR EVERYDAY ENVIRONMENT <i>continued.</i>	
Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). MTE-6e	<ul style="list-style-type: none"> • Song: Graphing • Books: Milton's Mittens; One More Cat • Calendar/Graph Weather • Act Out Addition • Act Out Subtraction • Patterns • Problem Solving Strategies
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 crackers, so I got four more."). MTE-6f	<ul style="list-style-type: none"> • Book: Milton's Mittens • Act Out Addition • Act Out Subtraction • Patterns • Problem Solving Strategies
Identify and describe strategies used to complete increasingly difficult puzzles (e.g., when completing a floor puzzle, working on the edges first). MTE-6g	<ul style="list-style-type: none"> • Puzzle Game <p>Resources:</p> <ul style="list-style-type: none"> • Shape Puzzles
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-1l	<ul style="list-style-type: none"> • Song: Five Senses • Sight • Touch • Hearing • Smell • Taste • Science Investigation • Science Tools • Heavy and Light • Big and Little • Tall and Short
Express knowledge gathered through their senses using play, art, language, and other forms of representation (show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1m	<ul style="list-style-type: none"> • Songs: Five Senses; Graphing • Sight • Touch • Hearing • Smell • Taste • Science Investigation • Science Tools • Observe a Simple System • Heavy and Light • Big and Little • Tall and Short
Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1n	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL CD-1: CHILDREN USE THEIR SENSES TO CONSTRUCT KNOWLEDGE ABOUT THE WORLD AROUND THEM <i>continued</i>.	
Organize and use information through matching, grouping, and sequencing. CD-1o	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Make Comparisons • Match • Sort • Make and Count Groups
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"> • 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 • Connect to Me • First, Next, Last
Improve their ability to make predictions and explain why things happen using what they know. CD-2w	<ul style="list-style-type: none"> • Song: The Scientific Method • Peek at the Story • Find an Answer • Science Investigation
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
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: The Scientific Method • Observe a Simple System • Science Investigation
Speculate and imagine what might happen next. CD-2z	<ul style="list-style-type: none"> • Peek at the Story
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-3j	<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-3k	<ul style="list-style-type: none"> • Books: I Hate Peas; Ooey, Goopy Mud; Bad News Shoes • It’s Not Fair! • Do I Have To?
Use language to describe their thinking processes with adult support. CD-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.
Work on a project over several days, solving problems and making their work more elaborate. CD-3m	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. Observe a Simple System

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
CREATIVE EXPRESSION	
GOAL CD-4: CHILDREN DEMONSTRATE APPRECIATION FOR DIFFERENT FORMS OF ARTISTIC EXPRESSION.	
Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4i	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Squirrel's Sketches • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
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	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Squirrel's Sketches • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
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.
Recognize the value of artistic expression and the role the arts play in human's lives. CD-4l	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, THEATER, 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"> • Book: Movin' to the Music Time • Squirrel's Sketches • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Squirrel's Sketches • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes • Role Play • What Would You Do?
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. <ul style="list-style-type: none"> • Squirrel's Sketches
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 • Squirrel's Sketches • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL CD-5: CHILDREN DEMONSTRATE SELF-EXPRESSION AND CREATIVITY IN A VARIETY OF FORMS AND CONTEXTS, INCLUDING PLAY, VISUAL ARTS, MUSIC, THEATER, AND DANCE.	
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 • Squirrel's Sketches • 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: Mine; José Three; Grandpa's Great Athlete; Play Ball; The Story Cloth • My Family • Come Inside <p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • Trusted Adults
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 • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • Trusted Adults • Role Play
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"> • Pretend Play • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • Trusted Adults • Role Play
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	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-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"> • Books: Seeing Fingers; In the Rain; Noise? What Noise?; David Next Door; Moving Day
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	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.
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

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
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 • Books: Where In the World Would You Go Today?; Your Backyard <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 on sunscreen on sunny days, wear rain gear). CD-9h	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation; Sun Blues • Books: That’s What I Like: A Book About Seasons; Whatever the Weather • Summer • Spring • Fall • Winter • Clouds • Weather
Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Demonstrate 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.
SCIENTIFIC EXPLORATION AND KNOWLEDGE	
GOAL CD-10: CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF LIVING THINGS AND THE PHYSICAL WORLD.	
Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-10k	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Button • Sort • Size • Simple Shapes • Rocks • Plants • Insects • Touch • Sight • Spiders

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL CD-10: CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF LIVING THINGS AND THE PHYSICAL WORLD <i>continued.</i>	
Notice and react to the natural world and the outdoor environment. CD-10l	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Seasons; Four Ecosystems; Conservation • Books: That’s What I Like: A Book About Seasons; Where In the World Would You Go Today? • Rainforests • Mountains • Oceans • Desert • Spring • Summer • Fall • Winter
Describe some things plants and animals need to live and grow (sunlight, water, food). CD-10m	<ul style="list-style-type: none"> • Songs: Food From Plants; Plants Are Growing; Water • Books: Follow the Apples; Mela’s Water Pot; Everybody Needs to Eat • Sun • Water • Food From Plants • Healthy Plants’ Needs • Animals Need Water • Plants and Animals Need Air
Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-10n	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.
Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-10o	<ul style="list-style-type: none"> • Songs: Seasons; Sun Blues; The Moon; Precipitation • Books: That’s What I Like: A Book About Seasons; Star Pictures; Moon Song; Whatever the Weather • Sun • Moon • Constellations • Spring • Summer • Fall • Winter • Weather • Clouds
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-10p	<ul style="list-style-type: none"> • Songs: Matter; Precipitation • Books: Pancakes Matter; Warm Soup for Dedushka • States of Water • Sun
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-10q	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation; I Am Part of All I See • Pollution and Recycling

SOUTH CAROLINA STANDARDS	WATERFORD RESOURCES
GOAL CD-11: 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-11n	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-11o	<ul style="list-style-type: none"> • Song: The Scientific Method • Observe a Simple System • Science Investigation
Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-11p	<ul style="list-style-type: none"> • Songs: Five Senses; Savanna Size • Sight • Touch • Hearing • Smell • Taste • Heavy and Light • Big and Little • Tall and Short • Big Little Animals • Large Small Toys
Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-11q	<ul style="list-style-type: none"> • Science Tools • Science Investigation • Measurement Tools
Make and check predictions through observations and experimentation, with adult support and guidance. CD-11r	<ul style="list-style-type: none"> • Song: The Scientific Method • Observe a Simple System • Experiments: Plant; Pollution; Matter; Sorting Rocks; Weather
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-11s	<ul style="list-style-type: none"> • Create Your Own Environment • Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians
Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. CD-11t	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System
Analyze the result of an attempted solution and use new information to solve a problem (e.g. after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float). CD-11u	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation



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

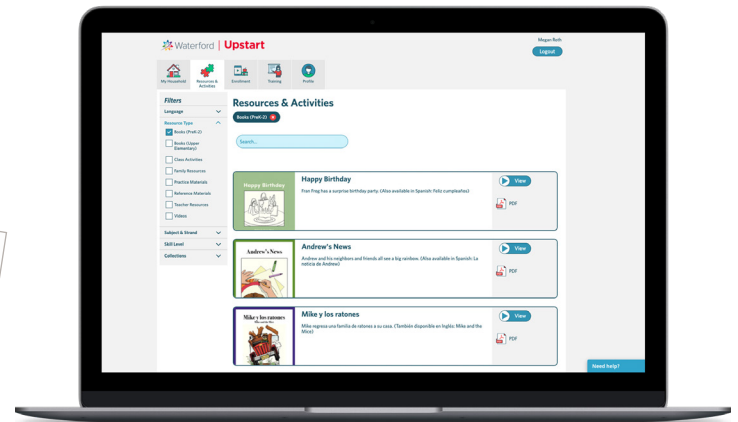
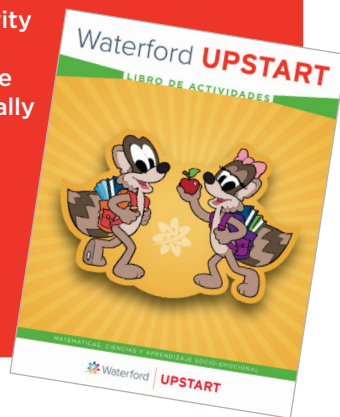
FAMILY ENGAGEMENT

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.