

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Early Childhood
Standards of
Quality for
Prekindergarten
2013*

TABLE OF CONTENTS

APPROACHES TO LEARNING 1

- Habits of Mind. 1
- Social Dispositions. 3

CREATIVE DEVELOPMENT. 6

- Creative Arts. 6

LANGUAGE AND EARLY LITERACY DEVELOPMENT ... 8

- 1. Early Learning Expectation: Emergent Reading. ... 8
- 2. Early Learning Expectation: Writing Skills. 10
- 3. Early Learning Expectation: Spoken Language: Expressive. 11
- 4. Early Learning Expectation: Spoken Language: Receptive. 12
- 5. Early Learning Expectation: Viewing Images and Other Media Materials. 13
- 6. Early Learning Expectation: Positive Attitudes About Literacy. 13
- 7. Early Learning Expectation: Diversity of Communication. 14

DUAL LANGUAGE LEARNING 14

- 1. Early Learning Expectation: Receptive English Language Skills. 14
- 2. Early Learning Expectation: Expressive English Language Skills. 15
- 3. Early Learning Expectation: Engagement in English Literacy Activities. 15
- 4. Early Learning Expectation: Engagement in Writing. 16
- 5. Early Learning Expectation: Social Interaction. ... 16

TECHNOLOGY LITERACY—EARLY LEARNING IN TECHNOLOGY 17

- 1. Early Learning Expectation: Creativity and Innovation. 17
- 2. Early Learning Expectation: Communication and Collaboration. 17
- 3. Early Learning Expectation: Research and Information Literacy. 17
- 4. Early Learning Expectation: Critical Thinking, Problem Solving, and Decision Making. 18
- 5. Early Learning Expectation: Digital Citizenship. ... 18
- 6. Early Learning Expectation: Technology Operations and Concepts. 18

SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT 19

- Social and Emotional Development and Health. 19
- Physical Development. 21
- Health, Safety and Nutrition. 23

EARLY LEARNING IN MATHEMATICS 24

- 1. Early Learning Expectation: Math Practices. 24
- 2. Early Learning Expectation: Mathematical Literacy. 25
- 3. Early Learning Expectation: Classification and Patterns. 26
- 4. Early Learning Expectation: Counting and Cardinality. 26
- 5. Early Learning Expectation: Simple Operations and Beginning Algebraic Thinking. 27
- 6. Early Learning Expectation: Measuring. 28
- 7. Early Learning Expectation: Geometry. 29

EARLY LEARNING IN SCIENCE 30

- 1. Early Learning Expectation: Observation and Inquiry. 30
- 2. Early Learning Expectation: Living and Non-living Things. 30
- 3. Early Learning Expectation: Knowledge about the Earth. 32

EARLY LEARNING IN THE SOCIAL STUDIES 33

- 1. Early Learning Expectation: Relationship in Place. 33
- 2. Early Learning Expectation: How People Are Influenced. 34
- 3. Early Learning Expectation: Understanding Time. 34
- 4. Early Learning Expectation: Why We Have Rules and Laws. 35
- 5. Early Learning Expectation: Basic Ideas about Economics. 36
- 6. Early Learning Expectation: People and Their Environment. 36

WATERFORD BOOKS AND RELATED ACTIVITIES ... 37

WATERFORD FAMILY ENGAGEMENT RESOURCES ... 40

MICHIGAN STANDARDS	WATERFORD RESOURCES
APPROACHES TO LEARNING	
HABITS OF MIND	
1. EARLY LEARNING EXPECTATION: CREATIVITY-IMAGINATION-VISUALIZATION.	
<i>Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.</i>	
1. Can be playful with peers and adults.	<ul style="list-style-type: none"> • Find Me! • Where's Papa? • Clubhouse
2. Make connections with situations or events, people or stories.	<ul style="list-style-type: none"> • Marmot's Basket • Party Time • Soup's On! • Connect to Me • Step Into the Story
3. Create new images or express ideas.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
4. Propose or explore possibilities to suggest what an object or idea might be 'otherwise.'	<ul style="list-style-type: none"> • Soup's On • Perfect Present <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
5. Expand current knowledge onto a new solution, new thinking or new concept.	<ul style="list-style-type: none"> • Build Knowledge • Science Investigation
6. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	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.
7. Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System <p>Resources:</p> <ul style="list-style-type: none"> • How Things Work
2. EARLY LEARNING EXPECTATION: INITIATIVE-ENGAGEMENT-PERSISTENCE-ATTENTIVENESS.	
<i>Children demonstrate the quality of showing interest in learning; pursue learning independently</i>	
1. Initiate 'shared thinking' with peers and adults.	<ul style="list-style-type: none"> • Lost Dinosaur • The Picnic • Dinner Time • Science Investigation
2. Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.	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.
3. Demonstrate increasing ability to set goals and to develop and follow through on plans.	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.
4. Show growing capacity to maintain concentration in spite of distractions and interruptions	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
5. Explore, experiment and ask questions freely.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation

MICHIGAN STANDARDS	WATERFORD RESOURCES
3. EARLY LEARNING EXPECTATION: CURIOSITY-INQUIRY-QUESTIONING-TINKERING-RISK TAKING.	
<i>Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).</i>	
1. Express a 'sense of wonder.'	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Observe a Simple System <p>Resources:</p> <ul style="list-style-type: none"> • How Things Work
2. Choose to take opportunities to explore, investigate or question in any domain.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation
3. Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
4. EARLY LEARNING EXPECTATION: RESILIENCE-OPTIMISM-CONFIDENCE.	
<i>Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one's ability to realize a goal.</i>	
1. Manage reasonable frustration.	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."
2. Meet new and varied tasks with energy, creativity and interest.	<ul style="list-style-type: none"> • Soup's On! • Perfect Present • Party Time • The Picnic • Dinner Time
3. Explore and ask questions.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Observe a Simple System
4. Begin to organize projects or play; make and carryout plans.	<ul style="list-style-type: none"> • The Picnic <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
5. Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Pretend Play • Real and Make-believe <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?

MICHIGAN STANDARDS	WATERFORD RESOURCES
<i>Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one's ability to realize a goal continued.</i>	
6. Begin to set aside fear of failure when self-initiating new tasks.	<ul style="list-style-type: none"> • Squirrel's Sketches • Perfect Present • Boo Hoo Baby • Baby's Ball <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
5. EARLY LEARNING EXPECTATION: REASONING-PROBLEM SOLVING-REFLECTION.	
<i>Children demonstrate a growing capacity to make meaning, using one's habits of mind to find a solution or figure something out.</i>	
1. Begin to hypothesize or make inferences.	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Step Into the Story
2. Show an increasing ability to ask questions appropriate to the circumstance.	<ul style="list-style-type: none"> • Science Investigation
3. Show an increasing ability to predict outcomes by checking out and evaluating their predictions.	<ul style="list-style-type: none"> • Peek at the Story
4. Attempt a variety of ways of solving problems	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
5. Demonstrate enjoyment in solving problems.	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Perfect Present • Baby's Blocks
6. Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Science Investigation
7. Share through words or actions the acquisition of increasingly complex concepts.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures
8. Show an increasing ability to observe detail and attributes of objects, activities, and processes.	<ul style="list-style-type: none"> • Look at Details • Make Comparisons • Observe a Simple System
SOCIAL DISPOSITIONS	
6. EARLY LEARNING EXPECTATION: PARTICIPATION-COOPERATION-PLAY-NETWORKING-CONTRIBUTION.	
<i>Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.</i>	
1. Learn from and through relationships and interactions.	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.
2. Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

MICHIGAN STANDARDS	WATERFORD RESOURCES
<i>Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate continued.</i>	
3. Begin to develop and practice the use of problem-solving and conflict resolution skills.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
4. Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
5. Show an increasing capacity to consider or take into account another’s perspective.	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.
6. Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement.	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.
7. Contribute individual strengths, imagination or interests to a group.	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.
8. Successfully develop and keep friendships.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
9. Participate successfully as group members.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
10. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms and communities.	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.
7. EARLY LEARNING EXPECTATION: RESPECT FOR SELF AND OTHERS—MENTAL AND BEHAVIORAL HEALTH.	
<i>Children exhibit a growing regard for one’s mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.</i>	
1. Show increasing respect for the rights of others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect others’ rights and property as well as their own.
2. Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group.	<ul style="list-style-type: none"> • Clubhouse • Musical Mayhem • Marmot’s Basket • Come Inside
3. Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	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.”
4. Use positive communication and behaviors (do not mock, belittle, or exclude others).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

MICHIGAN STANDARDS	WATERFORD RESOURCES
<i>Children exhibit a growing regard for one’s mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy continued.</i>	
5. Resolve (or attempt to resolve) conflicts respectfully.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
6. Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone.	<ul style="list-style-type: none"> • Books: I Hate Peas; Lumpy Mush; Ooey, Gooney Mud; Bad News Shoes • Squirrel’s Sketches • Perfect Present
7. Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby’s Ball • Papa’s Thumb
8. Can resist and effectively respond to inappropriate peer pressure (as age appropriate).	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.
9. Demonstrate positive feelings about their own gender, family, race, culture and language.	<ul style="list-style-type: none"> • Books: Mine; José Three; Tortillas, Tortillas; Family Vacation; My Super Sticky Sandwich; The Story Cloth • Clubhouse • Come Inside • My Family
10. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	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.”
11. Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.	<ul style="list-style-type: none"> • Books: My Super Sticky Sandwich; My Reptile Hospital; Grandpa’s Great Athlete • Perfect Present • Squirrel’s Blocks • The Picnic
8. EARLY LEARNING EXPECTATION: RESPONSIBILITY-ETHICAL ACTIONS.	
<i>Children are becoming accountable or reliable for their actions to self and others.</i>	
1. Contribute to the community (classroom, school, neighborhood) as age appropriate.	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.
2. Grow in understanding of the need for rules and boundaries in their learning and social environments.	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.
3. Show an increasing ability to follow simple, clear and consistent directions and rules.	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.
4. Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
5. Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate.	<ul style="list-style-type: none"> • Song: Pollution Rap • Boo Hoo Baby • Pollution and Recycling

MICHIGAN STANDARDS	WATERFORD RESOURCES
<i>Children are becoming accountable or reliable for their actions to self and others continued.</i>	
6. Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation; I Am Part of All I See • Pollution and Recycling • Care of Water • Care of Earth
7. Use materials purposefully, safely and respectfully more of the time.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect others' rights and property as well as their own.
8. Respect the property of others and that of the community.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect others' rights and property as well as their own.
CREATIVE DEVELOPMENT	
CREATIVE ARTS	
1. EARLY LEARNING EXPECTATION: VISUAL ARTS.	
<i>Children show how they feel, what they think, and what they are learning through experiences in the visual arts.</i>	
1. Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
2. Begin to plan and carry out projects and activities with increasing persistence.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
3. Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
4. Create representations that contain increasing detail.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
2. EARLY LEARNING EXPECTATION: INSTRUMENTAL AND VOCAL MUSIC.	
<i>Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.</i>	
1. Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
2. Begin to understand that music comes in a variety of musical styles.	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program.
3. Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).	<ul style="list-style-type: none"> • Books: Movin' to the Music Time; What Sounds Say <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes • Animal Music Cards
4. Become more familiar with and experiment with a variety of musical instruments.	<ul style="list-style-type: none"> • Books: Movin' to the Music Time; What Sounds Say <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes • Animal Music Cards

MICHIGAN STANDARDS	WATERFORD RESOURCES
3. EARLY LEARNING EXPECTATION: MOVEMENT AND DANCE.	
<i>Children show how they feel, what they think, and what they are learning through movement and dance experiences.</i>	
1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
2. Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).	<ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Baby’s Ballet • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
3. Begin to identify and create movement in place and through space.	<ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Baby’s Ballet • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
4. EARLY LEARNING EXPECTATION: DRAMATIC PLAY.	
<i>Children show how they feel, what they think, and what they are learning through dramatic play.</i>	
1. Grow in the ability to pretend and to use objects as symbols for other things.	<ul style="list-style-type: none"> • Perfect Present • Real and Make-believe • Soup’s On! <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings.	<ul style="list-style-type: none"> • Soup’s On! <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? • Lots of Feelings • Feelings Poster • Guess How I’m Feeling • Emotion Cards
3. Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
4. Contribute ideas and offer suggestions to build the dramatic play theme.	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
5. Begin to differentiate between fantasy and reality.	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality

MICHIGAN STANDARDS	WATERFORD RESOURCES
5. EARLY LEARNING EXPECTATION: AESTHETIC APPRECIATION.	
<i>Children develop rich and rewarding aesthetic lives.</i>	
1. Develop healthy self-concepts through creative arts experiences.	<ul style="list-style-type: none"> Squirrel's Sketches Mama's Melody Baby's Ballet
2. Show eagerness and pleasure when approaching learning through the creative arts.	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.
3. Show growing satisfaction with their own creative work and growing respect for the creative work of others.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
4. Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Squirrel's Sketches Mama's Melody Baby's Ballet Coloring Game (Make a Scene) <p>Resources:</p> <ul style="list-style-type: none"> Rusty and Rosy Coloring Pages
5. Are comfortable sharing their ideas and work with others.	<ul style="list-style-type: none"> Squirrel's Sketches Mama's Melody
6. Use the creative arts to express their view of the world.	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.
7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.	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.
8. Begin to appreciate their artistic heritage and that of other cultures.	<ul style="list-style-type: none"> Sing Around the World Songs
9. Can talk about their creations with peers and adults.	<ul style="list-style-type: none"> Squirrel's Sketches Party Time
10. Begin to develop creative arts vocabulary.	<ul style="list-style-type: none"> Song: Colors, Colors Squirrel's Sketches Coloring Game (Make a Scene)
LANGUAGE AND EARLY LITERACY DEVELOPMENT	
1. EARLY LEARNING EXPECTATION: EMERGENT READING.	
CHILDREN BEGIN TO UNDERSTAND WRITTEN LANGUAGE READ TO THEM FROM A VARIETY OF MEANINGFUL MATERIALS, USE READING-LIKE BEHAVIORS, AND MAKE PROGRESS TOWARDS BECOMING CONVENTIONAL READERS.	
<i>A. In comprehension strategies:</i>	
1. Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) Sum Up: Remember Order Sum Up: Five Ws

MICHIGAN STANDARDS	WATERFORD RESOURCES
<i>A. In comprehension strategies continued:</i>	
2. Enlarge their vocabularies both with words from conversation and instructional materials and activities.	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.
3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Peek at the Story
4. Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time ...”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books (See titles at end of document.)
5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).	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.
<i>B. In print and alphabetic knowledge:</i>	
1. Show progress in identifying and associating letters with their names and sounds.	<ul style="list-style-type: none"> • Letter Pictures • Alphabet Introduction (Distinguish Letters) • ABC Songs • Name That Letter • Fast Letter Fun • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound • Name Game (What’s Your Name?)
2. Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.	<ul style="list-style-type: none"> • Name Game (What’s Your Name?) • Words in Your World
3. Participate in play activities with sounds (e.g., rhyming games, finger plays).	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Sing a Rhyme Songs/Books (See titles at end of document.)
<i>C. In concepts about reading:</i>	
1. Understand that ideas can be written and then read by others.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words • Words Tell About the Pictures
2. Understand print and book handling concepts including directionality, title, etc.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.

MICHIGAN STANDARDS	WATERFORD RESOURCES
<i>C. In concepts about reading continued:</i>	
3. Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).	<ul style="list-style-type: none"> • Print Directionality Introduction • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
4. Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).	<ul style="list-style-type: none"> • Print Concepts • Print Directionality Introduction • Letters Make Words • Words Tell About the Pictures
5. Develop an understanding of the roles of authors and illustrators.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.
2. EARLY LEARNING EXPECTATION: WRITING SKILLS.	
CHILDREN BEGIN TO DEVELOP WRITING SKILLS TO COMMUNICATE AND EXPRESS THEMSELVES EFFECTIVELY FOR A VARIETY OF PURPOSES.	
1. Begin to understand that their ideas can be written and then read by themselves or others.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words • Words Tell About the Pictures
2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) • Letters Make Words
3. Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).	<ul style="list-style-type: none"> • Print Directionality Introduction
4. Represent their own or imaginary experiences through writing (with/ without illustrations).	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) • Letters Make Words
5. Begin to write familiar words such as their own name.	<ul style="list-style-type: none"> • Letter Trace (Letter Picture Writing) • Name Game (What's Your Name?)
6. Attempt to read or pretend to read what they have written to friends, family members, and others.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
7. Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).	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.
8. Develop greater control over the physical skills needed to write letters and numbers.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.

MICHIGAN STANDARDS	WATERFORD RESOURCES
3. EARLY LEARNING EXPECTATION: SPOKEN LANGUAGE: EXPRESSIVE.	
CHILDREN DEVELOP ABILITIES TO EXPRESS THEMSELVES CLEARLY AND COMMUNICATE IDEAS TO OTHERS.	
1. Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair! • Lost Dinosaur <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling
2. Show increasing comfort and confidence when speaking.	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.
3. Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Initial Sound
4. Continue to develop vocabulary by using words learned from stories and other sources in conversations.	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Vocab Instruction
5. Speak in increasingly more complex combinations of words and in sentences.	All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.
6. Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).	Social-emotional videos model conversations and discussions between characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.
7. Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).	<ul style="list-style-type: none"> • Perfect Present <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
8. Use nonverbal expressions and gestures to match and reinforce spoken expression.	<ul style="list-style-type: none"> • Find Me! • It's Not Fair! • Do I Have To? • Lost and Found • Clubhouse <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Feelings Poster • Guess How I'm Feeling • Emotion Cards
9. Show progress in speaking both their home language and English (if non-English-speaking children).	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning comprehension practice they receive while interacting with the activities. Waterford's Spanish Language Support provides instructions in English and Spanish. With this feature enabled, children hear instructions in English and can click Repeat to hear them repeated in Spanish, followed again in English.
10. If appropriate, show progress in learning alternative communication strategies such as sign language.	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.

MICHIGAN STANDARDS	WATERFORD RESOURCES
4. EARLY LEARNING EXPECTATION: SPOKEN LANGUAGE: RECEPTIVE.	
CHILDREN GROW IN THEIR CAPACITY TO USE EFFECTIVE LISTENING SKILLS AND UNDERSTAND WHAT IS SAID TO THEM.	
1. Gain information from listening (e.g., to conversations, stories, songs, poems).	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.
2. Show progress in listening to and following spoken directions.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.
3. Show progress in listening attentively, avoiding interrupting others, learning to be respectful.	Social-emotional videos model conversations and discussions between characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
4. Respond with understanding to speech directed at them.	Students continually follow instructions in order to complete activities in Waterford. Activities are interactive, requiring the student to listen carefully and respond promptly.
5. Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).	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.
6. Understand and respond appropriately to non-verbal expressions and gestures.	<ul style="list-style-type: none"> • Find Me! • It's Not Fair! • Do I Have To? • Lost and Found • Clubhouse <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Feelings Poster • Guess How I'm Feeling • Emotion Cards
7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children).	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning comprehension practice they receive while interacting with the activities. Waterford's Spanish Language Support provides instructions in English and Spanish. With this feature enabled, children hear instructions in English and can click Repeat to hear them repeated in Spanish, followed again in English.

MICHIGAN STANDARDS	WATERFORD RESOURCES
5. EARLY LEARNING EXPECTATION: VIEWING IMAGES AND OTHER MEDIA MATERIALS.	
CHILDREN BEGIN TO DEVELOP STRATEGIES THAT ASSIST THEM IN VIEWING A VARIETY OF IMAGES AND MULTIMEDIA MATERIALS EFFECTIVELY AND CRITICALLY.	
1. View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.)
2. Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).	<ul style="list-style-type: none"> • Peek at the Story • Connect to Me • Build Knowledge
3. Begin to compare information across sources and discriminate between fantasy and reality.	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Reality and Fantasy
6. EARLY LEARNING EXPECTATION: POSITIVE ATTITUDES ABOUT LITERACY.	
CHILDREN DEVELOP POSITIVE ATTITUDES ABOUT THEMSELVES AS LITERATE BEINGS—AS READERS, WRITERS, SPEAKERS, VIEWERS, AND LISTENERS.	
1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing)
2. Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.)
3. Make connections with situations or events, people or stories.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Describe Characters
4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	<ul style="list-style-type: none"> • Perfect Present • Soup’s On! • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
5. Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	<ul style="list-style-type: none"> • Build Knowledge • Science Investigation • Informational Books (See titles at end of document.) <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?

MICHIGAN STANDARDS	WATERFORD RESOURCES
7. EARLY LEARNING EXPECTATION: DIVERSITY OF COMMUNICATION.	
CHILDREN BEGIN TO UNDERSTAND THAT COMMUNICATION IS DIVERSE AND THAT PEOPLE COMMUNICATE IN A VARIETY OF WAYS.	
1. Understand that some people communicate in different languages and other forms of English.	<ul style="list-style-type: none"> Sing Around the World Songs
2. Become aware of the value of the language used in their homes.	<ul style="list-style-type: none"> Song: Tortillas, Tortillas Book: Noise? What Noise?
3. Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).	<ul style="list-style-type: none"> Books: Seeing Fingers; Noise? What Noise?
4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.	<ul style="list-style-type: none"> Book: Noise? What Noise? Sing Around the World Songs
DUAL LANGUAGE LEARNING	
1. EARLY LEARNING EXPECTATION: RECEPTIVE ENGLISH LANGUAGE SKILLS.	
CHILDREN DEMONSTRATE AN INCREASING ABILITY TO COMPREHEND OR UNDERSTAND THE ENGLISH LANGUAGE AT AN APPROPRIATE DEVELOPMENTAL LEVEL.	
1. Observe peers and adults with increasing attention to understand language and intent.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
2. Respond with non-verbal actions and basic English words or phrases to communicate.	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.
3. Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.	Waterford online books begin with the phrase, "Let's read a book!" and end with "Thanks for reading this book. Good-bye." Student sessions end with the phrase, "Your turn is finished. You've done a good job."
4. Increase understanding of multiple meanings of words.	<ul style="list-style-type: none"> Song: Synonym Tree Build Knowledge Connect to Me Vocab Instruction
5. Exhibit a growing vocabulary of basic and high-frequency words.	<ul style="list-style-type: none"> Power Words Build Knowledge Connect to Me Vocab Instruction
6. Demonstrate a beginning of phonological awareness and phonics.	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Instruction Letter Sounds Sound Sense Sound Room Blending Blend Onset/Rime Sounds Initial Sound Final Sound

MICHIGAN STANDARDS	WATERFORD RESOURCES
2. EARLY LEARNING EXPECTATION: EXPRESSIVE ENGLISH LANGUAGE SKILLS.	
CHILDREN DEMONSTRATE AN INCREASING ABILITY TO SPEAK OR USE ENGLISH AT AN APPROPRIATE DEVELOPMENTAL LEVEL.	
1. Express basic needs using common words or phrases in English.	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.
2. Participate with peers and adults in simple exchanges in English.	Social-emotional videos model conversations and discussions between various characters.
3. As age appropriate, attempt to use longer sentences or phrases in English.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.
4. Continue to use and build home language as needed to build understanding of words and concepts in second language.	Waterford's Spanish Language Support provides instructions in English and Spanish. With this feature enabled, children hear instructions in English and can click Repeat to hear them repeated in Spanish, followed again in English.
3. EARLY LEARNING EXPECTATION: ENGAGEMENT IN ENGLISH LITERACY ACTIVITIES.	
CHILDREN DEMONSTRATE INCREASED UNDERSTANDING AND RESPONSE TO BOOKS, STORYTELLING, AND SONGS PRESENTED IN ENGLISH AND INCREASED PARTICIPATION IN ENGLISH LITERACY ACTIVITIES.	
1. Demonstrate increasing attention to stories and book reading.	<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.)
2. Name or recall characters in stories.	<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.) • Describe Characters • Sum Up: Five Ws
3. Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase.	<ul style="list-style-type: none"> • Picture Story • Missing Pictures • What Comes Next? • Find an Answer • Peek at the Story
4. Begin to talk about books, stories, make predictions or take a guess about the book.	<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.) • Peek at the Story

MICHIGAN STANDARDS	WATERFORD RESOURCES
4. EARLY LEARNING EXPECTATION: ENGAGEMENT IN WRITING.	
CHILDREN DEMONSTRATE AN INCREASING ABILITY TO WRITE WORDS OR ENGAGE IN EARLY STAGES OF WRITING IN ENGLISH.	
<i>Alphabet</i>	
1. Engage in early drawing or emergent writing attempts.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing)
2. Copy letters of the English alphabet as age appropriate.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) • Name Game (What's Your Name?)
<i>Words</i>	
3. Write or copying important words (name, friends, and family).	<ul style="list-style-type: none"> • Letter Trace (Letter Picture Writing) • Name Game (What's Your Name?)
4. Write name using a capital letter at the beginning.	<ul style="list-style-type: none"> • Name Game (What's Your Name?)
5. Copy words or labels from integrated learning (math, science, arts) experiences.	<ul style="list-style-type: none"> • Letter Trace (Letter Picture Writing)
6. Use drawing and emergent writing together.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
5. EARLY LEARNING EXPECTATION: SOCIAL INTERACTION.	
CHILDREN INTERACT WITH PEERS IN PLAY, CLASSROOM AND SOCIAL SITUATIONS USING ENGLISH WITH INCREASING ABILITY AND COMFORT; USE FIRST LANGUAGE WHEN APPROPRIATE AND SHARE HOME CULTURE.	
1. Demonstrate and also accept positive verbal and non-verbal interactions from peers.	<ul style="list-style-type: none"> • Marmot's Basket
<i>In English:</i>	
2. Engage with the teacher and others in a positive manner.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
3. Communicate emotions appropriately and beginning to label feelings.	<ul style="list-style-type: none"> • It's Not Fair! • Lost and Found • Lost Dinosaur <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Feelings Poster • Emotion Cards
4. Show both verbal and non-verbal attempts to participate with peers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

MICHIGAN STANDARDS	WATERFORD RESOURCES
<i>In the First Language:</i>	
5. Write, draw and talk about family and cultural traditions (songs, food, celebrations, etc.).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
6. Demonstrate pride and recognition of first language.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
7. Build skills in first language.	Waterford books and the resources available to families are available in Spanish or with Spanish support.
TECHNOLOGY LITERACY—EARLY LEARNING IN TECHNOLOGY	
1. EARLY LEARNING EXPECTATION: CREATIVITY AND INNOVATION.	
CHILDREN USE A VARIETY OF DEVELOPMENTALLY APPROPRIATE DIGITAL TOOLS TO LEARN AND CREATE.	
1. Can describe and creatively use a variety of technological tools independently or with peer or adult help.	Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
2. Understand that technology tools can be used throughout the day.	Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
3. Understand that different technology tools have different uses, including communicating feelings and ideas.	While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
2. EARLY LEARNING EXPECTATION: COMMUNICATION AND COLLABORATION.	
CHILDREN WORK TOGETHER WHEN USING DEVELOPMENTALLY APPROPRIATE DIGITAL TOOLS.	
1. Respond to other children’s technology products vocally or within the technology tool.	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.
2. Work with one or more other children to plan and create a product with a technology tool.	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.
3. EARLY LEARNING EXPECTATION: RESEARCH AND INFORMATION LITERACY.	
WITH ADULT SUPPORT AND SUPERVISION, CHILDREN INTERACT WITH DEVELOPMENTALLY APPROPRIATE INTERNET BASED RESOURCES. WITH ADULT SUPPORT, CHILDREN USE DEVELOPMENTALLY APPROPRIATE DIGITAL RESOURCES TO LOCATE AND USE INFORMATION RELATING TO A TOPIC UNDER STUDY.	
1. Begin to be able to navigate developmentally appropriate websites.	Children select the Waterford icon to begin their session.
2. Understand that the internet can be used to locate information as well as for entertainment.	<ul style="list-style-type: none"> • Print Directionality Introduction
3. Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task).	<ul style="list-style-type: none"> • Observe a Simple System • Calendar/Graph Weather

MICHIGAN STANDARDS	WATERFORD RESOURCES
4. EARLY LEARNING EXPECTATION: CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING.	
CHILDREN CAN EXPLAIN SOME WAYS THAT TECHNOLOGY CAN BE USED TO SOLVE PROBLEMS.	
1. Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools.	<ul style="list-style-type: none"> • Observe a Simple System • Calendar/Graph Weather • Print Directionality Introduction
2. When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
5. EARLY LEARNING EXPECTATION: DIGITAL CITIZENSHIP.	
CHILDREN BEGIN TO UNDERSTAND HOW TECHNOLOGY CAN BE USED APPROPRIATELY OR INAPPROPRIATELY.	
1. Begin to state and follow rules for safe use of the computer and other technology tools.	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.
2. Begin to understand how technology can be used inappropriately (e.g., using another’s cell phone without permission, using the Internet without supervision).	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.
3. Identify the Michigan Cyber Safety Initiative’s three rules (Keep Safe, Keep Away, Keep Telling).	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.
4. Identify personal information that should not be shared on the Internet or the phone (e.g., name, address, phone).	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.
5. Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates discomfort.	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.
6. EARLY LEARNING EXPECTATION: TECHNOLOGY OPERATIONS AND CONCEPTS.	
CHILDREN BEGIN TO LEARN TO USE AND TALK ABOUT TECHNOLOGY TOOLS APPROPRIATELY.	
1. Can follow simple directions to use common technology tools.	While interacting with Waterford, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
2. Recognize and name the major parts of a computer and other devices.	While interacting with activities, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).
3. Understand the need for and demonstrate basic care for technology equipment.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others’ rights and property as well as their own.
4. Use adaptive devices to operate a software program as necessary.	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.

MICHIGAN STANDARDS	WATERFORD RESOURCES
SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT	
SOCIAL AND EMOTIONAL DEVELOPMENT AND HEALTH	
1. EARLY LEARNING EXPECTATION: UNDERSTANDING OF SELF.	
<i>Children develop and exhibit a healthy sense of self.</i>	
1. Show an emerging sense of self-awareness.	<ul style="list-style-type: none"> • Books: Mine; José Three; My Super Sticky Sandwich • Clubhouse • Come Inside
2. Continue to develop personal preferences.	<ul style="list-style-type: none"> • Books: Ooey, Goopy Mud; I Hate Peas; Lumpy Mush; Bad News Shoes • Squirrel’s Sketches • Soup’s On! • Party Time
3. Demonstrate growing confidence in expressing their feelings, needs and opinions.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair • Soup’s On! • Lost and Found • Lost Dinosaur • Squirrel’s Blocks <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I’m Feeling • Feelings Poster • Emotion Cards • What Would You Do?
4. Become increasingly more independent.	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.
5. Recognize and have positive feelings about their own gender, family, race, culture and language.	<ul style="list-style-type: none"> • Books: Mine; José Three • Perfect Present • My Family • Dinner Time • The Picnic
6. Identify a variety of feelings and moods (in themselves and others).	<ul style="list-style-type: none"> • It’s Not Fair • Lost and Found • Lost Dinosaur • Lost Keys • Boo Hoo Baby • Noisy Children <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I’m Feeling • Feelings Poster • Emotion Cards

MICHIGAN STANDARDS	WATERFORD RESOURCES
2. EARLY LEARNING EXPECTATION: EXPRESSING EMOTIONS.	
<i>Children show increasing ability to regulate how they express their emotions.</i>	
1. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	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.”
2. Grow in their ability to follow simple, clear, and consistent directions and rules.	Children follow routines independently as they progress through the Waterford sequence of activities. Students continually follow directions in order to complete activities that are interactive, requiring them to listen carefully and respond promptly.
3. Use materials purposefully, safely, and respectfully more and more of the time.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to care for others’ property as well as their own.
4. Begin to know when and how to seek help from an adult or peer.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
5. Manage transitions and follow routines most of the time.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
6. Can adapt to different environments.	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.
3. EARLY LEARNING EXPECTATION: RELATIONSHIPS WITH OTHERS.	
<i>Children develop healthy relationships with other children and adults.</i>	
1. Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Find Me! • Where’s Papa?
2. Begin to develop and practice the use of problem-solving and conflict resolution skills.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
3. Recognize similarities and differences in people (gender, family, race, culture, language).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
4. Increase their capacity to take another’s perspective.	<ul style="list-style-type: none"> • Party Time • Perfect Present • Papa’s Thumb • Noisy Children • Broken Lamp <p>Resources:</p> <ul style="list-style-type: none"> • What Would You Do?
5. Show increasing respect for the rights of others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others’ rights as well as their own.
6. Show progress in developing and keeping friendships.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

MICHIGAN STANDARDS	WATERFORD RESOURCES
<i>Children develop healthy relationships with other children and adults continued.</i>	
7. Participate successfully as a group member.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.	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.
PHYSICAL DEVELOPMENT	
4. EARLY LEARNING EXPECTATION: BODY CONTROL AND ACTIVITY.	
<i>Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.</i>	
1. Begin to recognize and learn the names of body parts.	<ul style="list-style-type: none"> • Song: I Touch My Nose Like This • Body Parts • Parts of the Face
2. Begin to understand spatial awareness for themselves, others, and their environment.	<ul style="list-style-type: none"> • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last <p>Resources:</p> <ul style="list-style-type: none"> • Personal Space Circle
3. Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.	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.
4. Increasingly develops greater self-awareness; identifies his or her own interest and strengths.	<ul style="list-style-type: none"> • Books: Mine; José Three; My Super Sticky Sandwich; My Reptile Hospital; Grandpa’s Great Athlete • Squirrel’s Sketches • Mama’s Melody
5. EARLY LEARNING EXPECTATION: GROSS MOTOR DEVELOPMENT.	
<i>Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.</i>	
1. Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.	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.
2. Show their ability to use different body parts in a rhythmic pattern.	<ul style="list-style-type: none"> • Songs: I Touch My Nose Like This; Head, Shoulders, Knees, and Toes • Body Parts • Parts of the Face

MICHIGAN STANDARDS	WATERFORD RESOURCES
<i>Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings continued.</i>	
3. Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
4. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a ‘leader’ in a game).	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.
6. EARLY LEARNING EXPECTATION: FINE MOTOR DEVELOPMENT.	
<i>Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.</i>	
1. Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
2. Use fine motor skills they are learning in daily activities (e.g., dressing themselves).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
7. EARLY LEARNING EXPECTATION: POSITIVE ACTIVITY.	
<i>Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.</i>	
1. Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
2. Take pride in their own abilities and increase self-motivation.	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.
3. Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
4. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

MICHIGAN STANDARDS	WATERFORD RESOURCES
HEALTH, SAFETY AND NUTRITION	
8. EARLY LEARNING EXPECTATION: HEALTHY EATING.	
<i>Children become aware of and begin to develop nutritional habits that contribute to good health.</i>	
1. Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.	<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)
2. Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.	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.
3. Use age/developmentally-appropriate eating utensils safely and correctly.	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.
4. Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.	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.
9. EARLY LEARNING EXPECTATION: HEALTHY CHOICES.	
<i>Children begin to have knowledge about and make age- appropriate healthy choices in daily life.</i>	
1. Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.	<ul style="list-style-type: none"> • Teeth • Book: The Germs • Germs • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus
2. Grow in understanding of the importance of good health and its relationship to physical activity.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Healthy Food • Exercise and Rest
3. Talk about ways to prevent spreading germs and diseases to other people.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness
4. Develop an understanding of basic oral hygiene.	<ul style="list-style-type: none"> • Song: Health • Teeth
5. Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods).	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs
6. Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines).	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.
7. Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].	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.

MICHIGAN STANDARDS	WATERFORD RESOURCES
10. EARLY LEARNING EXPECTATION: PERSONAL SAFETY.	
<i>Children recognize that they have a role in preventing accidents or potential emergencies.</i>	
1. Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).	Resources: <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
2. Identify persons to whom they can turn for help in an emergency situation.	Resources: <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Trusted Adults
3. Begin to know important facts about themselves (e.g., address, phone number, parent’s name).	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.
4. Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say ‘No’ to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).	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.
5. Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other’s blood and vomit).	Resources: <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids • Trusted Adults
6. Begin to try new activities with ‘just manageable’ risk (e.g., riding a tricycle, climbing safely, jumping, exploring).	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.
7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	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.
EARLY LEARNING IN MATHEMATICS	
1. EARLY LEARNING EXPECTATION: MATH PRACTICES.	
CHILDREN BEGIN TO DEVELOP PROCESSES AND STRATEGIES FOR SOLVING MATHEMATICAL PROBLEMS.	
1. Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).	<ul style="list-style-type: none"> • Counting Songs • Number Counting • One-to-one Correspondence
2. Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • One-to-one Correspondence
3. Begin to develop and use various approaches to problem solving based upon their trial and error experiences.	<ul style="list-style-type: none"> • One-to-one Correspondence • Make and Count Groups • Act Out Addition • Act Out Subtraction

MICHIGAN STANDARDS	WATERFORD RESOURCES
CHILDREN BEGIN TO DEVELOP PROCESSES AND STRATEGIES FOR SOLVING MATHEMATICAL PROBLEMS <i>continued.</i>	
4. Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Make and Count Groups • One-to-one Correspondence • Act Out Addition • Act Out Subtraction
5. Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.	<ul style="list-style-type: none"> • Book: Milton's Mittens • Length • Capacity
2. EARLY LEARNING EXPECTATION: MATHEMATICAL LITERACY.	
CHILDREN BEGIN TO USE THE LANGUAGE OF MATHEMATICS BY APPLYING EMERGING SKILLS IN REPRESENTING, DISCUSSING, READING, WRITING, AND LISTENING (E.G., BY TRANSLATING A PROBLEM OR ACTIVITY INTO A NEW FORM; A PICTURE, DIAGRAM, MODEL, SYMBOL, OR WORDS).	
1. Participate regularly in informal conversations about mathematical concepts and number relationships.	<ul style="list-style-type: none"> • One-to-one Correspondence • Number Instruction • Make and Count Groups • Act Out Addition • Act Out Subtraction
2. Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.	<ul style="list-style-type: none"> • Number Books • Number Instruction • Make and Count Groups
3. Begin to use symbols to represent real objects and quantities.	<ul style="list-style-type: none"> • Number Books • Number Instruction • Match Numbers • Make and Count Groups
4. Make progress from matching and recognizing number symbols to reading and writing numerals.	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction • Match Numbers • Number Books
5. Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.	<ul style="list-style-type: none"> • Make and Count Groups • Number Counting • Number Instruction
6. Begin to recognize that information comes in many forms and can be organized and displayed in different ways.	<ul style="list-style-type: none"> • Number Books • Make and Count Groups • Act Out Addition • Act Out Subtraction
7. Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • Greater Than, Less Than • More Than • Fewer Than

MICHIGAN STANDARDS	WATERFORD RESOURCES
3. EARLY LEARNING EXPECTATION: CLASSIFICATION AND PATTERNS.	
CHILDREN BEGIN TO DEVELOP SKILLS OF RECOGNIZING, COMPARING AND CLASSIFYING OBJECTS, RELATIONSHIPS, EVENTS AND PATTERNS IN THEIR ENVIRONMENT AND IN EVERYDAY LIFE.	
1. Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
2. Identify patterns in their environment.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
3. Investigate patterns and describe relationships.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC
4. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
4. EARLY LEARNING EXPECTATION: COUNTING AND CARDINALITY.	
CHILDREN EXTEND THEIR UNDERSTANDING OF NUMBERS AND THEIR RELATIONSHIP TO ONE ANOTHER AND THINGS IN THE ENVIRONMENT.	
1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • Number Counting • Number Instruction • Act Out Addition • Act Out Subtraction
2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.	<ul style="list-style-type: none"> • Songs: Days of the Week; Days in a Month • Book: For the Birds • Calendar/Graph Weather • Match Numbers • Make and Count Groups • Greater Than, Less Than • More Than, Fewer Than
3. Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).	<ul style="list-style-type: none"> • One-to-one Correspondence • Number Instruction • Counting Songs • Number Counting • Match Numbers • Bug Bits • Make and Count Groups
4. Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits <p>Resources:</p> <ul style="list-style-type: none"> • Subitizing Cards
5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.	<ul style="list-style-type: none"> • Number Books • Explain Numbers • Match Numbers • Make and Count Groups • One-to-One Correspondence

MICHIGAN STANDARDS	WATERFORD RESOURCES
CHILDREN EXTEND THEIR UNDERSTANDING OF NUMBERS AND THEIR RELATIONSHIP TO ONE ANOTHER AND THINGS IN THE ENVIRONMENT <i>continued.</i>	
6. Show growth in understanding that number words and numerals represent quantities.	<ul style="list-style-type: none"> • Number Books • Number Instruction • Counting Songs • Number Counting • Match Numbers • Bug Bits • Make and Count Groups
7. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.	<ul style="list-style-type: none"> • Songs: Monster Trucks; Ordinals • Book: The Circus Came to Town • Counting Songs • Order Numbers • First, Middle, Last
8. Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).	<ul style="list-style-type: none"> • Math Books (See titles at end of document.)
9. Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.”	<ul style="list-style-type: none"> • Song: Counting On • Count On • Number Instruction • Counting Songs • Number Counting • Order Numbers • Counting Puzzles
5. EARLY LEARNING EXPECTATION: SIMPLE OPERATIONS AND BEGINNING ALGEBRAIC THINKING.	
CHILDREN BEGIN TO DEVELOP SKILLS OF SORTING AND ORGANIZING INFORMATION, SEEING PATTERNS, AND USING INFORMATION TO MAKE PREDICTIONS AND SOLVE NEW PROBLEMS.	
1. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.	<ul style="list-style-type: none"> • Songs: Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction; Greater Than, Less Than; More Than, Fewer Than • Books: Five Delicious Muffins; For the Birds • Add Groups • Subtract Groups • Make and Count Groups • Act Out Addition • Act Out Subtraction
2. Can generate problems that involve predicting, collecting, and analyzing information.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Calendar/Graph Weather
3. Use simple estimation to make better guesses.	<ul style="list-style-type: none"> • Length • Capacity
4. Identify likenesses and differences.	<ul style="list-style-type: none"> • Song: Same and Different • Sort • Similar Figures
5. Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Book: Buttons, Buttons • Size • Order Size • Sum Up: Remember Order • What Comes Next?

MICHIGAN STANDARDS	WATERFORD RESOURCES
CHILDREN BEGIN TO DEVELOP SKILLS OF SORTING AND ORGANIZING INFORMATION, SEEING PATTERNS, AND USING INFORMATION TO MAKE PREDICTIONS AND SOLVE NEW PROBLEMS <i>continued.</i>	
6. Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Order Size
7. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.	<ul style="list-style-type: none"> • Book: Milton's Mittens • Weather • Calendar/Graph Weather • Observe a Simple System
6. EARLY LEARNING EXPECTATION: MEASURING.	
CHILDREN EXPLORE AND DISCOVER SIMPLE WAYS TO MEASURE.	
1. Show awareness that things in their environment can be measured.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Weight
2. Begin to understand concepts of weight.	<ul style="list-style-type: none"> • Song: Measuring Plants • Heavy and Light
3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).	<ul style="list-style-type: none"> • Song: Clock Hands • Books: How Long Is a Minute?; Mr. Romano's Secret: A Time Story • Calendar • Today • Yesterday/Tomorrow • Tell Time • Observe a Simple System
4. Show an awareness of temperature as it affects their daily lives.	<ul style="list-style-type: none"> • Songs: Precipitation; Seasons • Books: Whatever the Weather; That's What I Like: A Book About Seasons • Calendar/Graph Weather • Spring • Summer • Fall • Winter
5. Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).	<ul style="list-style-type: none"> • Songs: Measuring Plants; Tortillas, Tortillas • Soup's On!
6. Begin to use non-standard measures (e.g., length of hand) for length and area of objects.	<ul style="list-style-type: none"> • Song: Measuring Plants • Nonstandard Units of Length • Length • Capacity
7. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Weight • Measurement Tools

MICHIGAN STANDARDS	WATERFORD RESOURCES
7. EARLY LEARNING EXPECTATION: GEOMETRY.	
CHILDREN BUILD THEIR VISUAL THINKING SKILLS THROUGH EXPLORATIONS WITH SHAPE AND THE SPACES IN THEIR CLASSROOMS AND NEIGHBORHOODS.	
1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
2. Investigate and begin to predict the results of combining, subdividing, and changing shapes.	<ul style="list-style-type: none"> • Symmetry • Geoboard • Tangrams <p>Resources:</p> <ul style="list-style-type: none"> • Shape Puzzles
3. Begin to recognize and appreciate geometric shapes in their environment.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
4. Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind).	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last
5. Identify patterns in their environment.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
6. Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
7. Investigate patterns and describe relationships.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
8. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC

MICHIGAN STANDARDS	WATERFORD RESOURCES
EARLY LEARNING IN SCIENCE	
1. EARLY LEARNING EXPECTATION: OBSERVATION AND INQUIRY.	
CHILDREN DEVELOP POSITIVE ATTITUDES AND GAIN KNOWLEDGE ABOUT SCIENCE THROUGH OBSERVATION AND ACTIVE PLAY.	
1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Conservation • Science Investigation
2. Ask questions related to their own interest and observations.	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System
3. Talk about their own predictions, explanations and generalizations based on past and current experiences.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System
4. Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System
5. Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System
2. EARLY LEARNING EXPECTATION: LIVING AND NON-LIVING THINGS.	
CHILDREN SHOW A BEGINNING AWARENESS OF SCIENTIFIC KNOWLEDGE RELATED TO LIVING AND NON-LIVING THINGS.	
1. Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).	<ul style="list-style-type: none"> • Songs: Living and Nonliving, Plants Are Growing; Food From Plants; Measuring Plants; Plant or Animal; Vertebrates; Birds; Fish; Invertebrates • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates • Living or Nonliving • Rocks • Materials

MICHIGAN STANDARDS	WATERFORD RESOURCES
CHILDREN SHOW A BEGINNING AWARENESS OF SCIENTIFIC KNOWLEDGE RELATED TO LIVING AND NON-LIVING THINGS <i>continued.</i>	
<p>2. Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants Are Growing; Plant or Animal; Vertebrates; Birds; Fish; Invertebrates • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates • Living or Nonliving • Rocks • Materials
<p>3. Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants Are Growing; Measuring Plants; Birds • Books: A Seed Grows; The Old Maple Tree • Mammals • Birds • Amphibians
<p>4. Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves).</p>	<ul style="list-style-type: none"> • Songs: Food From Plants • Mammals • Amphibians • Reptiles • Insects • Worms
<p>5. Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).</p>	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Measuring Plants; Birds; Fish • Environments: Mammals; Spiders; Birds; Plants; Insects; Amphibians; Reptiles; Worms; Fish <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City With Your Children
<p>6. Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions).</p>	<ul style="list-style-type: none"> • Song: I Touch My Nose Like This • Body Parts • Parts of the Face
<p>7. Observe, describe and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down).</p>	<ul style="list-style-type: none"> • Songs: Push and Pull; Gravity • Book: Up and Down • Push and Pull

MICHIGAN STANDARDS	WATERFORD RESOURCES
3. EARLY LEARNING EXPECTATION: KNOWLEDGE ABOUT THE EARTH.	
CHILDREN SHOW A BEGINNING AWARENESS OF SCIENTIFIC KNOWLEDGE RELATED TO THE EARTH.	
1. Can talk about observable characteristics of different seasons.	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That's What I Like: A Book About Seasons • Weather • Calendar/Graph Weather • Clouds • Spring • Summer • Fall • Winter
2. Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests • Water • Materials • Rocks • Plants and Animals
3. Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests • Wetlands • Prairies <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City With Your Children
4. Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That's What I Like: A Book About Seasons • Weather • Calendar/Graph Weather • Clouds • Spring • Summer • Fall • Winter
5. Talk about ways to be safe during bad weather and in outdoor explorations.	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids

MICHIGAN STANDARDS	WATERFORD RESOURCES
EARLY LEARNING IN THE SOCIAL STUDIES	
1. EARLY LEARNING EXPECTATION: RELATIONSHIP IN PLACE.	
CHILDREN BEGIN TO UNDERSTAND AND INTERPRET THEIR RELATIONSHIP AND PLACE WITHIN THEIR OWN ENVIRONMENT.	
1. Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature.	<ul style="list-style-type: none"> • Songs: I am Part of All I See; Conservation; Five Senses • Care of Earth • Care of Water • Materials • Magnets • Rocks • Plants • Sight • Hearing • Touch • Taste • Smell
2. Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.	<ul style="list-style-type: none"> • Songs: Conservation; Pollution Rap; Health • Books: My Family Campout; We All Exercise • Pollution and Recycling • Exercise and Rest
3. Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Conservation • Plants • Plant or Animal • Materials • Magnets
4. Engage in conversations that reflect experiences in and observations of the environment.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System • Environments: Mammals; Spiders; Birds; Plants; Insects; Amphibians; Reptiles; Worms; Fish
5. Demonstrate a developing sense of respect for nature and its components.	<ul style="list-style-type: none"> • Songs: I am Part of All I See; Conservation; Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water
6. Use and understand words for location and direction.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last

MICHIGAN STANDARDS	WATERFORD RESOURCES
2. EARLY LEARNING EXPECTATION: HOW PEOPLE ARE INFLUENCED.	
CHILDREN BEGIN TO RECOGNIZE THAT MANY DIFFERENT INFLUENCES SHAPE PEOPLE'S THINKING AND BEHAVIOR.	
1. Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number).	<ul style="list-style-type: none"> • Books: Mine; José Three; Grandpa's Great Athlete; Ooey, Gooley Mud • My Family • My Name Is Squirrel
2. Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.	<ul style="list-style-type: none"> • Books: Mine; José Three; Noise? What Noise?; Seeing Fingers; David Next Door; In the Rain • My Name Is Squirrel • My Family
3. Show an understanding of family and how families are alike and different.	<ul style="list-style-type: none"> • Books: José Three; The Brothers • My Family
4. Talk about ways members of a family can work together to help one another.	<ul style="list-style-type: none"> • My Family • The Picnic • Dinner Time • Soup's On! • Boo Hoo Baby • Baby's Ball
5. Begin to recognize that people celebrate events in a variety of ways.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
6. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; Reaching Above; Treasures From the Loom; I Want to Be a Scientist Like Louis Pasteur; I Want to Be a Scientist Like Alexander von Humboldt; The Story Cloth; Duc Tho Le's Birthday Present
7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	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."
8. Participate in creating their own classroom celebrations.	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.
3. EARLY LEARNING EXPECTATION: UNDERSTANDING TIME.	
CHILDREN SHOW GROWTH IN THEIR UNDERSTANDING OF THE CONCEPT OF TIME AND BEGIN TO REALIZE THAT THEY ARE A PART OF A HISTORY, WHICH INCLUDES PEOPLE, PLACES, EVENTS, AND STORIES ABOUT THE PRESENT AND THE PAST.	
1. Use words to describe time (e.g., yesterday, today, tomorrow).	<ul style="list-style-type: none"> • Books: How Long Is a Minute?; Mr. Romano's Secret: A Time Story; I Can't Wait • Calendar • Today • Yesterday/Tomorrow
2. Can talk about recent and past events.	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.

MICHIGAN STANDARDS	WATERFORD RESOURCES
<p>CHILDREN SHOW GROWTH IN THEIR UNDERSTANDING OF THE CONCEPT OF TIME AND BEGIN TO REALIZE THAT THEY ARE A PART OF A HISTORY, WHICH INCLUDES PEOPLE, PLACES, EVENTS, AND STORIES ABOUT THE PRESENT AND THE PAST <i>continued.</i></p>	
<p>3. Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time.</p>	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation; I Am Part of All I See • Books: That’s What I Like: A Book About Seasons; A Seed Grows • Weather • Calendar/Graph Weather • Sun • Clouds • Spring • Summer • Fall • Winter
<p>4. Gather information and learn new concepts through experimentation and discovery, making connections what they already know.</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System
<p>5. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.</p>	<ul style="list-style-type: none"> • Clubhouse • My Family • Boo Hoo Baby • Baby’s Ball
<p>6. Contribute to their community (classroom, school, neighborhood) as age appropriate.</p>	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.</p>
<p>4. EARLY LEARNING EXPECTATION: WHY WE HAVE RULES AND LAWS.</p>	
<p>CHILDREN BEGIN TO LEARN ABOUT THE REASONS FOR RULES AND LAWS, THE IMPORTANCE OF A DEMOCRATIC PROCESS, AND THE RESPONSIBILITIES OF BEING A MEMBER OF A CLASSROOM, A FAMILY, AND A COMMUNITY.</p>	
<p>1. Grow in their understanding of the need for rules and boundaries in their learning and social environment.</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>2. Begin to understand consequences of following and breaking (disobeying) rules.</p>	<p>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.”</p>
<p>3. Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules).</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • Trusted Adults
<p>4. Show increasing respect for the rights of others.</p>	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as they learn to respect others’ rights as well as their own.</p>

MICHIGAN STANDARDS	WATERFORD RESOURCES
5. EARLY LEARNING EXPECTATION: BASIC IDEAS ABOUT ECONOMICS.	
CHILDREN INCREASE THEIR UNDERSTANDING ABOUT HOW BASIC ECONOMIC CONCEPTS RELATE TO THEIR LIVES.	
1. Can talk about some of the workers and services in their community.	Resources: <ul style="list-style-type: none"> • Community Helpers • Trusted Adults • Exploring Your Home City With Your Children
2. Can talk about some of the ways people earn a living.	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.
3. Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards).	<ul style="list-style-type: none"> • Books: Bugs For Sale; Fudge For Sale; Follow the Apples!
4. Make simple choices about how to spend money.	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.
6. EARLY LEARNING EXPECTATION: PEOPLE AND THEIR ENVIRONMENT.	
CHILDREN INCREASE THEIR UNDERSTANDING OF THE RELATIONSHIP BETWEEN PEOPLE AND THEIR ENVIRONMENT AND BEGIN TO RECOGNIZE THE IMPORTANCE OF TAKING CARE OF THE RESOURCES IN THEIR ENVIRONMENT.	
1. Begin to identify what families need to thrive (e.g., food, shelter, clothing, love).	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.
2. Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper).	<ul style="list-style-type: none"> • Songs: Conservation; Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water
3. Engages in activities that promote a sense of contribution.	<ul style="list-style-type: none"> • Songs: Conservation; Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water
4. Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems; Water • Books: Where in the World Would You Go Today?; That's What I Like: A Book About Seasons; Winter Snoozers; Water Is All Around; Everybody Needs to Eat • Ecosystems • Deserts • Oceans • Mountains • Rainforests Resources: <ul style="list-style-type: none"> • Exploring Your Home City With Your Children



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



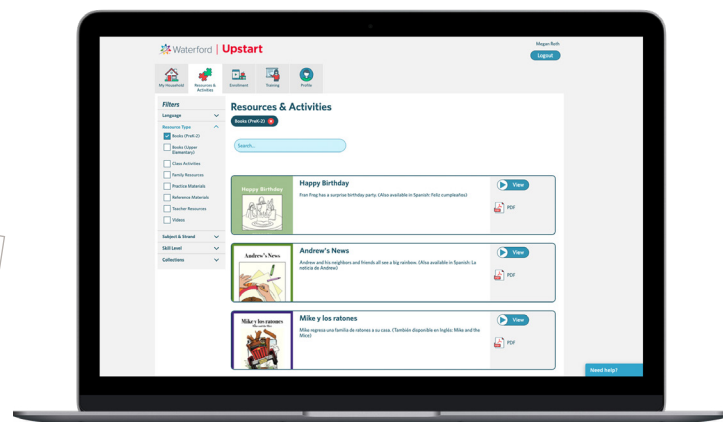
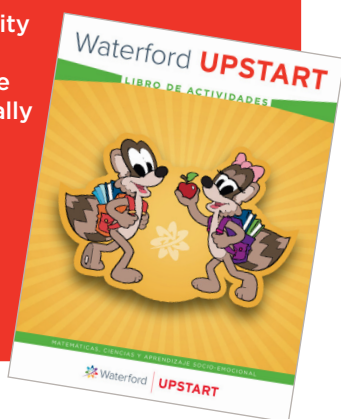
FAMILY ENGAGEMENT

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.