

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*Mississippi  
Early Learning  
Standards for  
Classrooms  
Serving Four-  
Year-Old  
Children 2018*

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MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>READING STANDARDS FOR LITERATURE</b>	
<b>KEY IDEAS AND DETAILS</b>	
1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Find an Answer</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Look at Details</li> </ul>
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> </ul>
3. With prompting and support, identify some characters, settings and/or major events in a story.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Five Ws</li> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Sum Up: Remember Order</li> </ul>
<b>CRAFT AND STRUCTURE</b>	
4. Exhibit curiosity and interest in learning words in print. a. Develop new vocabulary from stories.	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Words Tell About the Pictures</li> </ul>
b. Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).	<ul style="list-style-type: none"> <li>• Words in Your World</li> </ul>
5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>
a. Identify the front cover, back cover and title page of a book.	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.
6. With prompting and support, identify the role of the “author” and “illustrator”.	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.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
7. With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Picture Clues</li> </ul>
8. No developmentally appropriate standard.	

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b> <i>continued</i>	
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	<ul style="list-style-type: none"> <li>Books: I Wish I Had Ears Like a Bat and Fawn Eyes; Matt's Hat and Let's Get Hats</li> </ul>
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books (See titles at end of document.)</li> </ul>
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>KEY IDEAS AND DETAILS</b>	
1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Compare Characters</li> <li>Find an Answer</li> <li>Look at Details</li> <li>Picture Clues</li> </ul>
2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Compare Characters</li> <li>Find an Answer</li> <li>Look at Details</li> </ul>
3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).	<ul style="list-style-type: none"> <li>Books: I Hate Peas and Lumpy Mush</li> <li>Connect to Me</li> <li>Build Knowledge</li> </ul>
<b>CRAFT AND STRUCTURE</b>	
4. Exhibit curiosity and interest about words in a variety of informational texts.	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.
5. With prompting and support, identify the front cover, back cover, and title page of a book.	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.
6. With prompting and support, identify the role of the author and illustrator in informational text.	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.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
7. With prompting and support, make connections between self and text and/or information and text.	<ul style="list-style-type: none"> <li>Connect to Me</li> <li>Build Knowledge</li> </ul>
8. With prompting and support, explore the purpose of the informational text as it relates to self.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>
9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	<ul style="list-style-type: none"> <li>Books: Creepy Crawlers and Garden Visitors</li> <li>Words Tell About the Pictures</li> <li>Picture Clues</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	
<b>PRINT CONCEPTS</b>	
1. With prompting and support, demonstrate understanding of conventions of print.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> </ul>
a. Understand that print moves from left to right, top to bottom and page by page.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted, which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Picture Story</li> <li>• Look, Listen, and Match</li> </ul>
b. Recognize an association between spoken and written words.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted, which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Picture Story</li> <li>• Look, Listen, and Match</li> </ul>
b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	<ul style="list-style-type: none"> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Similarities and Differences in Letters</li> </ul>
c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Match (Alphabet Review)</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Catch a Letter</li> <li>• Letter Pictures</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game (What's Your Name?)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Similarities and Differences in Letters</li> </ul>
d. Differentiate letters from numbers.	<ul style="list-style-type: none"> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Explain Numbers</li> </ul>
e. Recognize words as a unit of print and understand that letters are grouped to form words.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Print Concepts</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>PRINT CONCEPTS</b> <i>continued</i>	
f. Understand that print moves from left to right, top to bottom, and page by page.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads text is highlighted, which helps show the sequence of print. <ul style="list-style-type: none"> <li>• Print Directionality</li> <li>• Print Concepts</li> </ul>
g. Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>
<b>PHONOLOGICAL AWARENESS</b>	
2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.	Waterford activities teach phonological awareness explicitly and systematically, progressing from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.
a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
c. Demonstrate awareness of the relationship between sounds and letters.	<ul style="list-style-type: none"> <li>• Name That Letter Sound</li> <li>• Sound Songs</li> <li>• Get Started With Sounds</li> <li>• Letter Sound</li> <li>• Sound Sense</li> <li>• Sound Room</li> </ul>
d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>
e. With prompting and support, isolate and pronounce the initial sounds in words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
f. Demonstrate an awareness of ending sounds in words.	<ul style="list-style-type: none"> <li>• Final Sound</li> <li>• Right Final Sound</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>PHONOLOGICAL AWARENESS</b> <i>continued</i>	
3. With prompting and support, demonstrate emergent phonics and word analysis skills.	<ul style="list-style-type: none"> <li>• Name That Letter Sound</li> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Sense</li> <li>• Sound Room</li> <li>• Blend Onset/Rime</li> <li>• Blending Riddles</li> <li>• Blending</li> <li>• Phoneme Segmentation</li> <li>• Blend Every Sound</li> <li>• Blending Dragon</li> <li>• Blend Individual Phonemes</li> </ul>
a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	<ul style="list-style-type: none"> <li>• Name That Letter Sound</li> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Sense</li> <li>• Sound Room</li> </ul>
b. Recognize own name, environmental print, and some common high-frequency sight words.	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> <li>• Power Words</li> <li>• Decodable Books</li> <li>• Words in Your World</li> </ul>
<b>FLUENCY</b>	
4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	<ul style="list-style-type: none"> <li>• Picture Story</li> <li>• Picture Clues</li> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<b>WRITING STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>TEXT TYPES AND PURPOSES</b>	
1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Words Tell About the Pictures</li> <li>• Letters Make Words</li> </ul>
a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
2. No developmentally appropriate standard.	
3. No developmentally appropriate standard.	

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
4. No developmentally appropriate standard.	
5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
6. With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letters Make Words</li> </ul>
8. With prompting and support, recall information from experiences to answer questions.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
9. No developmentally appropriate standard.	
<b>RANGE OF WRITING</b>	
10. No developmentally appropriate standard.	
<b>SPEAKING AND LISTENING STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>COMPREHENSION AND COLLABORATION</b>	
1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others’ feelings).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
b. Engage in extended conversations.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Look at Details</li> <li>• Picture Clues</li> <li>• Find an Answer</li> <li>• Ask a Question</li> </ul>
3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Ask a Question</li> <li>• Find an Answer</li> </ul>



MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
4. With prompting and support, describe familiar people, places, things, and events.	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> <li>Look at Details</li> </ul>
5. With prompting and support, add drawings or other visual displays to descriptions.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>LANGUAGE STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.	Waterford provides many activities related to the conventions of standard English grammar and usage.
a. Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> <li>Songs: Nouns; It Happened Yesterday</li> <li>Nouns</li> <li>Pronouns</li> <li>Verbs</li> <li>Past Tense Verbs</li> </ul>
b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).	<ul style="list-style-type: none"> <li>Song: More Than One</li> <li>Plural Nouns</li> </ul>
c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>Sum Up: Five Ws</li> </ul>
d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).	<ul style="list-style-type: none"> <li>Song: Preposition Ship</li> </ul>
e. Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> <li>Song: What Is a Sentence?</li> <li>Sentences</li> </ul>
2. With prompting and support, demonstrate awareness of the conventions of standard English.	Waterford provides many activities related to the conventions of standard English grammar and usage.
a. Write first name, capitalizing the first letter.	<ul style="list-style-type: none"> <li>Song: Capital Letters</li> <li>Name Game (What's Your Name?)</li> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> </ul>
b. Attempt to write a letter or letters to represent a word	<ul style="list-style-type: none"> <li>Letter Pictures</li> <li>Letter Trace (Letter Picture Writing)</li> </ul>
c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.	<ul style="list-style-type: none"> <li>Sound Songs</li> <li>Name That Letter Sound</li> <li>Letter Sound</li> <li>Sound Room</li> <li>Sound Sense</li> <li>Choose a Sound</li> </ul>
<b>KNOWLEDGE OF LANGUAGE</b>	
3. No developmentally appropriate standard	

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>VOCABULARY ACQUISITION AND USE</b>	
4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	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.
a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Synonyms</li> </ul>
5. With guidance and support, explore word relationships and word meanings.	All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>
b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).	<ul style="list-style-type: none"> <li>• Songs: Verbs; Adjectives Describe</li> <li>• Book: Opposites</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Opposites</li> </ul>
c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).	<ul style="list-style-type: none"> <li>• Song: Verbs</li> <li>• Verbs</li> </ul>
6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.	All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.
<b>MATHEMATIC STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>COUNTING AND CARDINALITY</b>	
<b>KNOW NUMBER NAMES AND THE COUNT SEQUENCE.</b>	
1. With prompting and support, recite numbers 1 to 30 in the correct order.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Number Counting</li> </ul>
2. With prompting and support, recognize, name, and attempt writing numerals 0 – 10.	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Explain Numbers</li> <li>• Moving Target</li> <li>• Number Books</li> </ul>
<b>COUNT TO TELL THE NUMBER OF OBJECTS.</b>	
3. With guidance and support, understand the relationship between numerals and quantities	<ul style="list-style-type: none"> <li>• Number Counting</li> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Bug Bits</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>COUNT TO TELL THE NUMBER OF OBJECTS</b> <i>continued.</i>	
a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Counting</li> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Bug Bits</li> </ul>
b. Match quantities and numerals 0 - 5.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> </ul>
4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Counting</li> <li>• Order Numbers</li> <li>• Number Instruction</li> <li>• One-to-One Correspondence</li> <li>• Moving Target</li> <li>• Bug Bits</li> </ul>
a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• Bug Bits</li> </ul>
<b>COMPARE NUMBERS</b>	
5. Use comparative language (e.g., more than, less than, equal to, same, and different) to compare objects, using developmentally appropriate pre-kindergarten materials.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>
<b>OPERATIONS AND ALGEBRAIC THINKING</b>	
<b>UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.</b>	
1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.	<ul style="list-style-type: none"> <li>• Songs: Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.	<ul style="list-style-type: none"> <li>• Songs: Subtract Those Cars; On the Bayou; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM <i>continued.</i></b>	
a. Duplicate and extend simple patterns using concrete objects.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB; ABB; ABC</li> </ul>
<b>MEASUREMENT AND DATA</b>	
<b>DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.</b>	
1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Measuring Plants</li> <li>• Length</li> <li>• Size</li> <li>• Order Size</li> <li>• Sort</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Capacity</li> </ul>
2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Measuring Plants</li> <li>• Length</li> <li>• Size</li> <li>• Make Comparisons</li> <li>• Order Size</li> <li>• Sort</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Capacity</li> </ul>
a. Use nonstandard units of measurement	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> </ul>
b. Explore standard tools of measurement.	<ul style="list-style-type: none"> <li>• Length</li> <li>• Measurement Tools</li> </ul>
<b>CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY.</b>	
3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Length</li> <li>• Size</li> <li>• Order Size</li> <li>• Sort</li> <li>• Big and Little</li> <li>• Tall and Short</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>GEOMETRY</b>	
<b>EXPLORE, IDENTIFY, AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES).</b>	
1. With guidance and support, correctly name shapes.	<ul style="list-style-type: none"> <li>• Songs: Kites; The Shape of Things; Shapes, Shapes, Shapes; Corners and Sides</li> <li>• Book: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Space Shapes</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.	<ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Space Shapes</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	<ul style="list-style-type: none"> <li>• Space Shapes</li> <li>• Congruence</li> <li>• Similar Figures</li> </ul>
<b>ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES.</b>	
4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<b>SOCIAL STUDIES STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>FAMILY AND COMMUNITY DOMAIN</b>	
<b>UNDERSTAND SELF IN RELATION TO THE FAMILY AND THE COMMUNITY.</b>	
1. Identify self as a member of a family, the learning community, and local community.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
2. With prompting and support, identify similarities and differences in people.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
3. With prompting and support, describe some family traditions.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>UNDERSTAND THE CONCEPT OF INDIVIDUAL RIGHTS AND RESPONSIBILITIES.</b>	
5. With prompting and support, demonstrate responsible behavior related to daily routines.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
6. With prompting and support, explain some rules in the home and in the classroom.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
a. Identify some rules for different settings.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
b. Identify appropriate choices to promote positive interactions.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
8. With prompting and support, identify some positive character traits of self and others(e.g., fair, friendly, respectful, responsible).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
9. With prompting and support, describe a simple sequence of familiar events.	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> <li>• First, Next, Last</li> </ul>
<b>OUR WORLD DOMAIN</b>	
<b>UNDERSTAND THE IMPORTANCE OF PEOPLE, RESOURCES, AND THE ENVIRONMENT.</b>	
1. Treat classroom materials and the belongings of others with care.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
2. With prompting and support, identify location and some physical features of familiar places in the environment.	<ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Book: Where in the World Would You Go Today?</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Rainforests</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Children</li> </ul>
3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).	<ul style="list-style-type: none"> <li>• Song: Save Your Pennies</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	Waterford exposes students to technology tools daily as students interact with computers, headphones, the mouse or touch pad, keyboards, and iPads.
5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; I Am Part of All I See</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>HISTORY AND EVENTS DOMAIN</b>	
<b>UNDERSTAND EVENTS THAT HAPPENED IN THE PAST.</b>	
1. With prompting and support, describe a simple series of familiar events.	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> </ul>
2. Recognize events that happened in the past.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. <ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> </ul>
<b>SCIENCE STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>SCIENTIFIC METHOD AND INQUIRY</b>	
<b>ENGAGE IN SIMPLE INVESTIGATIONS.</b>	
1. Make observations, make predictions, and ask questions about natural occurrences or events.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
2. Describe, compare, sort and classify, and order objects.	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Same and Different</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Sort</li> <li>• Order</li> <li>• Look at Details</li> <li>• Match</li> </ul>
3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>
4. Explore materials, objects, and events and notice cause and effect	<ul style="list-style-type: none"> <li>• Song: Gravity</li> <li>• Books: I Want to Be a Scientist Like Wilbur and Orville Wright; Up and Down</li> <li>• Materials</li> <li>• Magnets</li> <li>• Push and Pull</li> </ul>
5. Describe and communicate observations, results, and ideas	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like George Washington Carver</li> <li>• Observe a Simple System</li> <li>• Science Investigation</li> </ul>
6. Work collaboratively with others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>USE THE FIVE SENSES TO EXPLORE AND INVESTIGATE THE ENVIRONMENT.</b>	
7. Name and identify the body parts associated with the use of each of the five senses	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>USE THE FIVE SENSES TO EXPLORE AND INVESTIGATE THE ENVIRONMENT <i>continued.</i></b>	
8. Describe similarities and differences in the environment using the five senses.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> <li>• Science Investigation</li> </ul>
<b>PHYSICAL SCIENCE</b>	
<b>DEVELOP AWARENESS OF OBSERVABLE PROPERTIES OF OBJECTS AND MATERIALS.</b>	
1. Manipulate and explore a wide variety of objects and materials.	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Magnets</li> </ul>
2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Book: The Shape of Things</li> <li>• Materials</li> <li>• Order Size</li> <li>• Size</li> </ul>
3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Positioning; Monster Trucks</li> <li>• Position</li> <li>• Book: Up in the Air</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> </ul>
4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	<ul style="list-style-type: none"> <li>• Song: Gravity</li> <li>• Books: Mr. Mario's Neighborhood; Up and Down</li> <li>• Science Investigation</li> <li>• Push and Pull</li> <li>• Magnets</li> </ul>
<b>LIFE SCIENCE</b>	
<b>ACQUIRE SCIENTIFIC KNOWLEDGE RELATED TO LIFE SCIENCE.</b>	
1. Name, describe, and distinguish plants, animals, and people by observable characteristics	<ul style="list-style-type: none"> <li>• Songs: Plant or Animal; Vertebrates; Invertebrates; Birds; Fish</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Plant or Animal</li> <li>• Plants</li> <li>• Mammals</li> <li>• Birds</li> <li>• Amphibians</li> <li>• Fish</li> <li>• Insects</li> <li>• Spiders</li> <li>• Insects</li> <li>• Worms</li> <li>• Animal Groups</li> </ul>



MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>ACQUIRE SCIENTIFIC KNOWLEDGE RELATED TO LIFE SCIENCE <i>continued.</i></b>	
2. Describe plant, animal, and human life cycles	<ul style="list-style-type: none"> <li>• Song: Plants Are Growing</li> <li>• Books: A Seed Grows; The Old Maple Tree</li> <li>• Plants and Animals</li> <li>• Mammals</li> <li>• Amphibians</li> </ul>
3. Describe the needs of living things	<ul style="list-style-type: none"> <li>• Book: Mela's Water Pot</li> <li>• Sun</li> <li>• Living or Nonliving</li> <li>• Water</li> <li>• Plants</li> <li>• Plant's Needs</li> <li>• Animal's Needs</li> <li>• Food From Plants</li> </ul>
4. Compare and contrast characteristics of living and nonliving things	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Book: I Want to Be a Scientist Like George Washington Carver</li> <li>• Living or Nonliving</li> <li>• Rocks</li> </ul>
<b>EARTH SCIENCE</b>	
<b>APPLY SCIENTIFIC KNOWLEDGE RELATED TO EARTH SCIENCE AND SPACE.</b>	
1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That's What I Like: A Book About Seasons</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Spring</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Clouds</li> </ul>
2. Identify characteristics of the clouds, sun, moon, and stars.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Books: Star Pictures; Moon Song</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> </ul>
3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Sort</li> <li>• Rocks</li> <li>• Plant Parts</li> </ul>
<b>TECHNOLOGY</b>	
<b>IDENTIFY AND EXPLORE A VARIETY OF TECHNOLOGY TOOLS.</b>	
1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>
2. Use technology tools to gather and/or communicate information.	<ul style="list-style-type: none"> <li>• Observe a Simple System</li> <li>• Calendar/Graph Weather</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>IDENTIFY AND EXPLORE A VARIETY OF TECHNOLOGY TOOLS</b> <i>continued.</i>	
3. With prompting and support, invent and construct simple objects or structures using technology tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>APPROACHES TO LEARNING STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>PLAY DOMAIN</b>	
<b>ENGAGE IN PLAY.</b>	
1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
4. Demonstrate active engagement in play.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>CURIOSITY AND INITIATIVE DOMAIN</b>	
<b>DEMONSTRATE CURIOSITY AND INITIATIVE.</b>	
1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
2. Ask questions to seek new information.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
3. Make independent choices.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
4. Approach tasks and activities with flexibility, imagination, and inventiveness.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>PERSISTENCE AND ATTENTIVENESS DOMAIN</b>	
<b>DEMONSTRATE PERSISTENCE AND ATTENTIVENESS.</b>	
1. Follow through to complete a task or activity.	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.
2. Demonstrate the ability to remain engaged in an activity or experience.	Waterford’s engaging activities hold student attention and include many learning styles. Students are encouraged verbally to “Say it with me!” or kinesthetically to “Trace the letter with your finger” or “Clap the syllables you hear.”
3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>PROBLEM-SOLVING SKILLS DOMAIN</b>	
<b>DEMONSTRATE PROBLEM-SOLVING SKILLS.</b>	
1. Identify a problem or ask a question.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Ask a Question</li> </ul>
2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
3. Apply prior learning and experiences to build new knowledge.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>SOCIAL DEVELOPMENT DOMAIN</b>	
<b>BUILD AND MAINTAIN RELATIONSHIPS WITH OTHERS.</b>	
1. Interact appropriately with familiar adults.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Where's Papa?</li> </ul>
a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> </ul>
b. Engage with a variety of familiar adults for a specific purpose.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
2. Interact appropriately with other children.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
c. Ask permission to use items or materials 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 the rights and property of others as well as their own.
d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.>").	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect the rights and property of others as well as their own.
3. Express empathy and care for others.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> <li>• Baby's Ball</li> <li>• Papa's Thumb</li> </ul>
a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>BUILD AND MAINTAIN RELATIONSHIPS WITH OTHERS</b> <i>continued.</i>	
b. Offer and accept encouraging and courteous words to demonstrate kindness.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> <li>• It's Not Fair!</li> </ul>
c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.>").	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Lost and Found</li> <li>• Baby's Ball</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Feelings Poster</li> <li>• Guess How I'm Feeling</li> <li>• Emotion Cards</li> </ul>
<b>WORK PRODUCTIVELY TOWARD COMMON GOALS AND ACTIVITIES.</b>	
4. Participate successfully as a member of a group.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
5. Join ongoing activities in acceptable ways.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
a. Express to others a desire to play (e.g., say, "I want to play.>").	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
b. Lead and follow.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
c. Move into group with ease.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
6. Resolve conflicts with others.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.>").	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
b. With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.>").	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>EMOTIONAL DEVELOPMENT DOMAIN</b>	
<b>DEMONSTRATE AWARENESS OF SELF AND CAPABILITIES.</b>	
1. Demonstrate trust in self.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
a. Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
b. Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
2. Develop personal preferences.	<ul style="list-style-type: none"> <li>Books: I Hate Peas; Ooey, Gooy Mud; Lumpy Mush; Bad News Shoes</li> </ul>
a. Express independence, interest, and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
b. Select and complete tasks (e.g., finish a puzzle or drawing).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
3. Show flexibility, inventiveness, and interest in solving problems.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
a. Make alternative choices (e.g., move to another area when a center is full).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
4. Know personal information.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
b. Refer to self by first and last name.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
c. Know parents’/guardians’ names.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>RECOGNIZE AND ADAPT EXPRESSIONS, BEHAVIORS, AND ACTIONS.</b>	
5. Show impulse control with body and actions.	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.”
a. Control own body in space (e.g., move safely through room without harm to self or others).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
6. Manage emotions.	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.”
a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
b. With prompting and support, recognize emotions (e.g., “I am really mad.”).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Where’s Papa?</li> <li>• Party Time!</li> <li>• Soup’s On!</li> <li>• Find Me</li> </ul>
d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).	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.”
7. Follow procedures and routines with teacher support.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	While interacting with Waterford, children listen to and follow multi-step directions.
b. Use materials with care and safety (e.g., use scissors to cut paper).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect the rights and property of others as well as their own.
c. Take turns sharing information with others (e.g., interact during group time).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>RECOGNIZE AND ADAPT EXPRESSIONS, BEHAVIORS, AND ACTIONS <i>continued.</i></b>	
8. Demonstrate flexibility in adapting to different environments.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
b. Follow rules (e.g., use outside voice, use inside voice) in different settings.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>PHYSICAL DEVELOPMENT STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>GROSS MOTOR SKILLS DOMAIN</b>	
<b>DEMONSTRATE UNDERSTANDING OF GROSS MOTOR CONCEPTS AS THEY APPLY TO THE LEARNING, DEVELOPMENT, AND PERFORMANCE OF PHYSICAL ACTIVITIES.</b>	
1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	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. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
<b>DEMONSTRATE COMPETENCY IN GROSS MOTOR SKILLS AND MOVEMENT PATTERNS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.</b>	
3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	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. Use various types of equipment (e.g., playground equipment, tricycles, slides).	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.
5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
<b>FINE MOTOR SKILLS DOMAIN</b>	
<b>DEMONSTRATE COMPETENCY IN FINE MOTOR SKILLS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.</b>	
1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.



MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>DEMONSTRATE UNDERSTANDING OF EMERGING (DEVELOPING) FINE MOTOR SKILLS AS THEY APPLY TO THE LEARNING AND PERFORMANCE OF PHYSICAL ACTIVITIES.</b>	
2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
<b>PARTICIPATE IN FINE MOTOR ACTIVITY FOR SELF-EXPRESSION AND/OR SOCIAL INTERACTION.</b>	
4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
<b>DEMONSTRATE EMERGING (DEVELOPING) COMPETENCY IN SELF-HELP SKILLS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.</b>	
6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>SELF-CARE, HEALTH, AND SAFETY SKILLS</b>	
<b>DEMONSTRATE AN AWARENESS AND PRACTICE OF SAFETY RULES.</b>	
1. With prompting and support, identify safety rules (e.g., classroom, home, community).	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>DEMONSTRATE AN EMERGING (DEVELOPING) USE OF STANDARD HEALTH PRACTICES.</b>	
4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Books: We All Exercise; The Germs</li> <li>• Exercise and Rest</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Healthy Food</li> </ul>



MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>DEMONSTRATE AN EMERGING (DEVELOPING) USE OF STANDARD HEALTH PRACTICES <i>continued.</i></b>	
5. With prompting and support, participate in a variety of physical activities.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
6. With prompting and support, identify nutritious foods.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures (Healthy Eating)</li> </ul>
<b>CREATIVE EXPRESSION STANDARDS (FOUR-YEAR-OLD CHILDREN)</b>	
<b>MUSIC DOMAIN</b>	
<b>PARTICIPATE IN MUSIC-RELATED ACTIVITIES.</b>	
1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
2. Sing a variety of short songs.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program. Children are often asked to sing along.
4. With prompting and support, identify fast and slow tempos and simple elements of music.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> </ul>
<b>DANCE AND MOVEMENT DOMAIN</b>	
<b>DEMONSTRATE UNDERSTANDING THROUGH THE USE OF MOVEMENT.</b>	
1. Create simple movements (e.g., twirl, turn around, skip, shake).	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
2. Respond rhythmically to different types of music (e.g., fast, slow).	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>

MISSISSIPPI STANDARDS	WATERFORD RESOURCES
<b>THEATRE AND DRAMATIC PLAY DOMAIN</b>	
<b>ENGAGE IN DRAMATIC PLAY THROUGHOUT THE DAY IN A VARIETY OF CENTERS.</b>	
1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
2. Use available materials as either realistic or symbolic props.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Soup's On!</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
3. Make up new roles from experiences and/or familiar stories.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
<b>VISUAL ARTS DOMAIN</b>	
<b>CREATE AND RESPOND TO VISUAL ART.</b>	
1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
2. Create artwork that reflects an idea, theme, or story.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
3. Describe own art work.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.



## PRE-READING

### Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

### Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

## BASIC READING

### Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

### Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

### Readable Books (Read or Record)

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

### Readable (Walk-Through/Jump-Through/Record Titles)

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam



## FLUENT READING

### Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

### Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

## Informational Books

The Piñata; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

### Readable Books (Record, Read, Listen)

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

### Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



## PRE-MATH & SCIENCE

### Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

### Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

### Counting Songs

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

### Number Songs

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

## BASIC MATH & SCIENCE

### Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

## FLUENT MATH & SCIENCE

### Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair

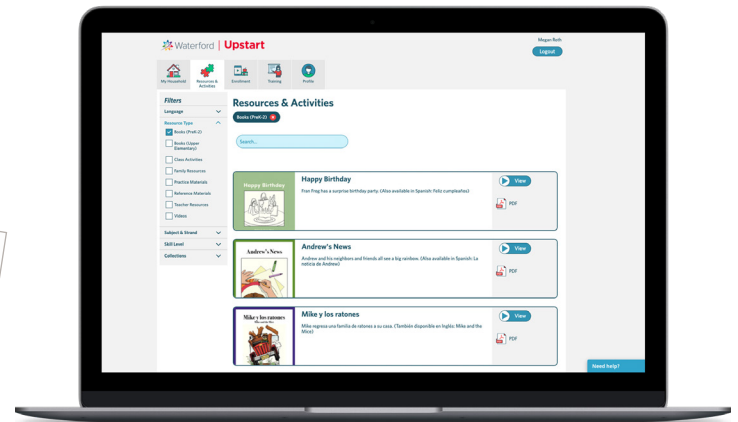
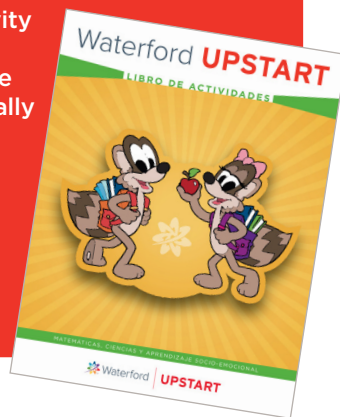
## FAMILY ENGAGEMENT

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford Upstart families. Please visit [Waterford Upstart](https://upstart.waterford.org/) to see the most current resources and activities.

### WATERFORD UPSTART

Waterford Upstart is a secure website where Upstart families log in to see their child's usage and learning achievements. Families also receive short messages with ideas on how to engage in their child's learning and have access to thousands of resources and activities.

The Waterford Upstart Activity Books are available to many families. These books include resources designed specifically for young children as well as family activities for reading, writing, math, and science. All activities in the Waterford Upstart Activity Book are available online at Waterford Upstart.



Visit Waterford Upstart at <https://upstart.waterford.org/>

### SAMPLE RESOURCES & ACTIVITIES

Families can find 1,000s of resources and activities in English and Spanish at Waterford Upstart. Here are some examples.

#### Social-Emotional Learning

Affirming Your Child; Emotion Cards, Screen Time Balance, Social-Emotional Learning Overview, Social-Emotional Learning—Relationship Skills, Responsible Decision Making, Self-Awareness, Self-Management, Social Awareness, Stop-Think-Choose, Waterford and Social-Emotional Learning; Clean Up Together!; Do You Have?; Find the Ball; Garbage Elves; Guess How I'm Feeling; Guess My Rule; Hi! Notes; I Love My Hat; Lots of Feelings; Personal Space Circle; Plant or Animal Sort; Please and Thank You; Rock-a-bye, Baby Lullaby; Role Play; Shape Bag; Telling the Truth; This Belongs to a Friend; Waiting Game

#### Math and Science

Waterford's Five Instructional Strands for Math and Science; Family Math and Science Activities; Number Writing Practice 0-10; Draw 1-20; Racing Squirrels Counting Game; First, Middle, Last; Same and Different; More and Less; Shapes; Shape Count; Patterns; Grab and Count; Count the Chips 5; Add Groups; Living or Nonliving?; Solid and Liquid; Clouds; Water; Number Cards; Dot Cards; Pattern Cards; Sorting Cards; Counting

Cards; 0-99 Chart; Base 10 Blocks and Place Value Mat; 100s Chart; Addition Puzzles; Count On by 1; Geoboard Dot Grid; Graphs; Insect Cards; Mammals Poster

#### Language and Literacy

Waterford's Six Instructional Strands for Reading; Family Reading Activities; Alphabet Pictures Chart; Letter Writing Practice Aa-Zz; Journal Page; Family Writing Activities; Syllables; Nursery Rhymes (Hey, Diddle, Diddle; Quack, Quack, Quack; Jack and Jill; Twinkle, Twinkle Little Star); Capital Letter Cards; Lowercase Letter Cards; Word Pattern Cards; Sound Cards; Power Word Cards; Letter Trace Aa-Zz; Rhyming Cards; Where's the Sound?; Decodable Books

#### Books (All 350+ books available in English and Spanish)

Mine; José Three; My Super Sticky Sandwich; Ooey, 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.