

CURRICULUM *Correlation*

*Waterford
Upstart*

99.9%

*Kentucky Early
Childhood
Standards: Three
and Four (2022)*

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KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
APPROACHES TO LEARNING	
STANDARD 1: SUSTAINS ATTENTION AND PERSISTS WITH CHALLENGING ACTIVITIES AND EXPERIENCES.	
BENCHMARK 1.1: MAINTAINS FOCUS AND SUSTAINS ATTENTION. (P-ATL 6)	
Engages in an activity for a sustained period of time.	Engaging activities in Waterford hold children’s attention as they concentrate on each task.
Maintains focus and attention on activities despite distractions and interruptions.	Engaging activities in Waterford hold children’s attention as they concentrate on each task.
Sustains attention during group activities that last a short period of time.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Musical Mayhem • Squirrel’s Sketches
BENCHMARK 1.2: PERSISTS AT CHALLENGING TASKS. (P-ATL 7)	
Persists with self-selected activities until completed.	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
Continues working on self-selected activities despite setbacks.	Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task providing support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Persists with adult-directed tasks with support as needed.	Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task providing support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
BENCHMARK 1.3: MAKES A PLAN AND ENGAGES IN THE PLANNED ACTIVITY OR PROJECT TO COMPLETION.	
With prompting and support, develops a simple plan and works toward completing planned activities.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play
Develops plans that extend over time and follows through to accomplish tasks.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play
STANDARD 2: APPROACHES LEARNING WITH FLEXIBILITY, CREATIVITY AND IMAGINATION.	
BENCHMARK 2.1: USES CREATIVE APPROACHES FOR LEARNING. (P-ATL 12)	
Finds new ways to use familiar objects and materials.	<ul style="list-style-type: none"> • Pretend Play • Materials • Magnets
Identifies new materials to use in completing a task.	<ul style="list-style-type: none"> • Pretend Play • Materials • Magnets
Experiments with combining objects and materials in new and imaginative ways.	<ul style="list-style-type: none"> • Pretend Play • Materials • Magnets

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 2.2: USES IMAGINATION IN PLAY AND INTERACTIONS WITH OTHERS. (P-ATL 13)	
Uses materials in new and different ways to represent objects, characters, and ideas.	<ul style="list-style-type: none"> • Pretend Play • Perfect Present • Soup’s On!
Engages in short sequences of dramatic play that include some interaction with peers.	<ul style="list-style-type: none"> • Pretend Play • Marmot’s Basket
Uses a variety of props and invented characters as part of pretend play.	<ul style="list-style-type: none"> • Pretend Play • Marmot’s Basket
Engages in elaborate and sustained play themes with self and others.	<ul style="list-style-type: none"> • Pretend Play • Marmot’s Basket
STANDARD 3: DEMONSTRATES EAGERNESS TO EXPLORE, INVESTIGATE, AND LEARN ABOUT THEIR WORLD.	
BENCHMARK 3.1: EXPLORES A WIDE RANGE OF TOPICS, IDEAS, AND INTERESTS. (P-ATL 11)(P-SCI 4) (P-SCI 5)	
Investigates topics, ideas, and interests to learn new information.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System
Uses a variety of strategies to discover answers to questions about topics, ideas, and interests.	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Measurement Tools • Weather Tools
Shares new discoveries with peers and adults.	<ul style="list-style-type: none"> • Observe a Simple System <p>Resources:</p> <ul style="list-style-type: none"> • HomeLink: Vertebrates • More-To-Explore: Insect Food
Participates in discussions about a variety of topics, ideas, and activities.	Social-emotional videos model conversations and discussions between various characters, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.
BENCHMARK 3.2: INITIATES EXPLORATIONS, INVESTIGATIONS, AND INTERACTIONS. (P-ATL 10)(P-ATL 11)(P-SCI 4)(P-SCI 5)	
Seeks out and participates in new experiences.	<ul style="list-style-type: none"> • Marmot’s Basket • Perfect Present • Party Time • Observe a Simple System <p>Resources:</p> <ul style="list-style-type: none"> • More-To-Explore: Insect Food
Asks questions and seeks information about topics of interest.	<ul style="list-style-type: none"> • Science Investigation
Seeks out and uses materials to support investigations.	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Measurement Tools • Weather Tools
Demonstrates self-direction while investigating a range of topics, ideas, and interests.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Experiments: Pollution; Plants; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
STANDARD 4: USES A VARIETY OF STRATEGIES WITH PURPOSE TO ACCOMPLISH TASKS, OVERCOME OBSTACLES, AND SOLVE PROBLEMS.	
BENCHMARK 4.1: TAKES RISKS AND ATTEMPTS NEW EXPERIENCES THAT ARE CHALLENGING.	
Expresses confidence in their abilities.	<ul style="list-style-type: none"> • Clubhouse • Boo Hoo Baby • Squirrel’s Sketches • Perfect Present • The Picnic • Dinner Time • Soup’s On!
Tries new ways of doing familiar tasks.	<ul style="list-style-type: none"> • Perfect Present • Squirrel’s Sketches
Seeks to participate in new activities they’ve observed.	<ul style="list-style-type: none"> • Marmot’s Basket • Perfect Present • Party Time
Attempts challenging experiences.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Experiments: Pollution; Plants; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health
Recovers from setbacks.	Children build persistence with Waterford’s consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
BENCHMARK 4.2: DEMONSTRATES FLEXIBILITY IN SOLVING PROBLEMS AND ACCOMPLISHING TASKS. (P-ATL 9)(P-ATL 12)	
Uses proven strategies to solve familiar problems and accomplish tasks.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Seeks assistance from peers and adults as needed to solve problems and accomplish tasks.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Analyzes problems and experiments with strategies to see what works.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do?
CREATIVE ARTS	
STANDARD 1: DEVELOPS SKILLS IN AND APPRECIATION OF A VARIETY OF VISUAL ART, DANCE, MUSIC, AND DRAMA EXPERIENCES.	
BENCHMARK 1.1: DEVELOPS SKILLS IN AND APPRECIATION OF VISUAL ARTS.	
Uses a variety of media and materials for exploration (e.g., paint, glue, three-dimensional materials, technology, etc.).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Uses a variety of art forms, elements, and materials for representing people, places, and things in the environment.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Observes and responds to artwork produced by others from his/her own culture and other cultures.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 1.2: DEVELOPS SKILLS IN AND APPRECIATION OF DANCE.	
Explores various ways of moving with or without music.	<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
Copies or performs simple patterns of movement and dance while exploring the element of beat.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
Describes or imitates movement after participating in or watching others move as they play games or move to songs and/or music.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
Watches/listens and responds to dances performed by others from his/her own culture and other cultures.	<ul style="list-style-type: none"> • Sing Around the World Songs
BENCHMARK 1.3: DEVELOPS SKILLS IN AND APPRECIATION OF MUSIC.	
Explores various forms of music through his/her senses.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
Uses fingerplays and songs to explore the beat and tempo of music.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
Watches/listens and responds to music produced by others from his/her own culture and other cultures.	<ul style="list-style-type: none"> • Sing Around the World Songs
BENCHMARK 1.4: DEVELOPS SKILLS IN AND APPRECIATION OF DRAMA.	
Uses a variety of actions and/or sounds to explore drama through pretend play.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play
Demonstrates simple elements of drama such as roles, characters, and sequence of story lines.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
Watches/listens and responds to drama performed by others from his/her own culture and other cultures.	<ul style="list-style-type: none"> • Sing Around the World Songs

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
HEALTH/MENTAL WELLNESS	
STANDARD 1: DEMONSTRATES HEALTH/MENTAL WELLNESS AND SOCIAL SKILLS NEEDED TO PARTICIPATE COOPERATIVELY AS A MEMBER OF A GROUP.	
BENCHMARK 1.1: DEMONSTRATES KNOWLEDGE AND SKILLS THAT CONTRIBUTE TO HEALTHY LIFESTYLES. (P-PMP 4)(P-PMP 5)(P-PMP 6)	
Takes care of personal health/safety needs with adult support as needed.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rubric • Learning Together: Health • Emergency Preparedness for Kids • Fire Safety Activities for Kids
Identifies healthy food choices.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
BENCHMARK 1.2: DEMONSTRATES KNOWLEDGE AND SKILLS NEEDED TO PARTICIPATE SUCCESSFULLY IN GROUPS. (P-ATL 1)(P-SE 8)(P-ATL 4)(P-SE 3)(P-SE 4)	
Plays alongside rather than with other children.	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p> <p>Resources:</p> <ul style="list-style-type: none"> • HomeLink: Waiting Game
Plays in small groups or pairs based on similar interests.	<ul style="list-style-type: none"> • Book: Will You Play With Me? • Clubhouse • Marmot’s Basket • Pretend Play • Party Time • Musical Mayhem <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Good Playing Rules
Makes and maintains a friendship with at least one other child.	<ul style="list-style-type: none"> • Pretend Play • Marmot’s Basket
BENCHMARK 1.3: DEMONSTRATES THE ABILITY TO PARTICIPATE IN CLASSROOM ACTIVITIES AND FOLLOW CLASSROOM RULES.	
Follows routines independently with support when needed.	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p>
Uses materials appropriately and in a self-directed manner.	<p>Waterford’s Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for other’s property as well as their own.</p>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 1.3: DEMONSTRATES THE ABILITY TO PARTICIPATE IN CLASSROOM ACTIVITIES AND FOLLOW CLASSROOM RULES <i>continued</i>.	
Participates in everyday classroom activities, with adult guidance as needed.	When the student's session time has expired, a pop-up displays with a character holding a stop sign. The symbol is accompanied by the spoken message, "Your turn is finished. You've done a good job."
Shifts attention between tasks and moves through transitions with guidance from adults as needed.	When the student's session time has expired, a pop-up displays with a character holding a stop sign. The symbol is accompanied by the spoken message, "Your turn is finished. You've done a good job."
Anticipates typical consequences for a specific behavior with support as needed.	<ul style="list-style-type: none"> • Do I Have To? • Broken Lamp • Baby's Ball <p>Resources:</p> <ul style="list-style-type: none"> • Consequences Cards
BENCHMARK 1.4: DEMONSTRATES SELF-IDENTITY AND SENSE OF SELF.	
Describes self in terms of several basic characteristics.	<ul style="list-style-type: none"> • Books: Mine; José Three • My Name Is Squirrel • Come Inside • Squirrel Sketches • Clubhouse
Identifies feelings and likes and dislikes but may not be able to explain why.	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Gooney Mud; I Hate Peas; Lumpy Mush; Grandpa's Great Athlete; Bad News Shoes; Movin' to the Music Time • Squirrel's Sketches • My Name Is Squirrel
Demonstrates self-confidence through interactions.	<ul style="list-style-type: none"> • Find Me! • Musical Mayhem • Squirrel's Sketches • Boo Hoo Baby • Baby's Berries
BENCHMARK 1.5: USES A VARIETY OF STRATEGIES TO SOLVE SOCIAL PROBLEMS AND CONFLICTS WITH GUIDANCE.	
Accepts and/or asks for help solving social problems and/or resolving conflicts.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Solves social problems and/or resolves conflicts with adult guidance and support when needed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Offers ideas or simple explanations for solving social problems or conflicts with guidance from adults.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
BENCHMARK 1.6: FOLLOWS THROUGH TO COMPLETE AN ACTIVITY OR ACHIEVE A GOAL.	
Persists at challenging tasks, despite setbacks.	Children build persistence with scaffolded instruction and guided assistance throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Maintains focus when working on a task.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
Sets short term goals, makes plans, and follows through.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
LANGUAGE AND EARLY LITERACY	
STANDARD 1: DEMONSTRATES SKILLS AND STRATEGIES NEEDED FOR RECEPTIVE COMMUNICATION.	
29 DRAMATIC PLAY ACTIVITY SUGGESTIONS	
Attends to an adult or peer who is communicating verbally or nonverbally.	<ul style="list-style-type: none"> • Lost and Found • Marmot’s Basket • Musical Mayhem • Find Me <p>Resources:</p> <ul style="list-style-type: none"> • Find the Ball
Follows simple directions.	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.
Gains information by listening to/processing communications from others.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books <p>(See titles at end of document.)</p>
Interprets or applies information someone else communicates verbally or nonverbally.	<ul style="list-style-type: none"> • Lost and Found • Marmot’s Basket • Musical Mayhem • Find Me <p>Resources:</p> <ul style="list-style-type: none"> • Find the Ball
STANDARD 2: DEMONSTRATES THE KNOWLEDGE, SKILLS AND STRATEGIES NEEDED FOR EXPRESSIVE COMMUNICATION.	
BENCHMARK 2.1: USES NON-VERBAL COMMUNICATION FOR A VARIETY OF PURPOSES.	
Uses non-verbal communication to convey emotions.	<ul style="list-style-type: none"> • Musical Mayhem • Find Me <p>Resources:</p> <ul style="list-style-type: none"> • Find the Ball • Feelings Poster
Identifies or chooses an object or person by pointing, physically touching or moving toward another.	<ul style="list-style-type: none"> • Books: The Germs; The Alligator in the Library; My Super Sticky Sandwich; David Next Door <p>Resources:</p> <ul style="list-style-type: none"> • This Belongs to a Friend
Uses gestures and/or movements to initiate interactions or to get needs met.	<ul style="list-style-type: none"> • Lost and Found • Marmot’s Basket • Musical Mayhem • Find Me
BENCHMARK 2.2: USES LANGUAGE (VERBAL, SIGNED, SYMBOLIC) FOR A VARIETY OF PURPOSES. (P-LC 4)(P-LC 6)	
Initiates communication to have needs met.	<ul style="list-style-type: none"> • Find Me! • Lost and Found
Uses words, signs, pictures, and/or symbols to communicate.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing)

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 2.2: USES LANGUAGE (VERBAL, SIGNED, SYMBOLIC) FOR A VARIETY OF PURPOSES. (P-LC 4)(P-LC 6) <i>continued</i>	
Uses different types of words to communicate about people, objects and activities that are familiar as well as new.	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 popup with an illustration.
Responds appropriately in conversations and discussions with peers and adults.	Social-emotional videos model conversations and discussions between various characters as they listen and respond to each other.
Asks many types of questions.	Social-emotional videos model conversations and discussions between various characters as they ask and answer relevant questions, and communicate in complete sentences.
Adjusts the pitch, intonation, pace, and volume of their communication based on the situation.	<ul style="list-style-type: none"> • Find Me! • It's Not Fair! • Do I Have To? • Lost and Found • Soup's On!
BENCHMARK 2.3: COMMUNICATES WITH INCREASING CLARITY AND USE OF CONVENTIONAL GRAMMAR. (P-LC 5)	
Speaks clearly enough to be understood by familiar people from his/her own community.	Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly.
Uses simple sentences to express self but may not always use correct grammar.	Social-emotional videos model conversations and discussions between various characters who speak clearly and communicate in complete sentences.
Uses more complex sentences, but grammar is sometimes incorrect.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate.
Uses multiple sentences together with correct grammar consistent with his/her home language most of the time.	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
STANDARD 3: DEMONSTRATES EARLY LITERACY SKILLS THAT ARE FOUNDATIONAL FOR THE READING PROCESS.	
BENCHMARK 3.1: LISTENS TO AND/OR RESPONDS TO A VARIETY OF LITERACY-RELATED EXPERIENCES WITH INTEREST AND ENGAGEMENT.	
Actively participates in storytelling, read alouds, and individual opportunities to hear someone reading.	<ul style="list-style-type: none"> • Read-Along Books • Traditional Tales • Informational Books (See titles at end of document.)
Demonstrates self-directed interest in the reading process.	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 3.1: LISTENS TO AND/OR RESPONDS TO A VARIETY OF LITERACY-RELATED EXPERIENCES WITH INTEREST AND ENGAGEMENT <i>continued</i>.	
Imitates the act of reading.	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.
BENCHMARK 3.2: SHOWS INTEREST IN AND UNDERSTANDING OF THE BASIC CONCEPTS AND CONVENTIONS OF PRINT. (P-LIT 2)	
Recognizes that print conveys meaning.	All online books and text within the software illustrate left-to right, top-to-bottom, return sweep, and letter spacing motion. As the narrator reads, text is highlighted which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality
Demonstrates book handling skills.	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.
Demonstrates understanding of some basic print conventions.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words
BENCHMARK 3.3: DEMONSTRATES KNOWLEDGE OF THE ALPHABET. (P-LIT 3)	
Recognizes some letters of the alphabet.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Alphabet Review • Letter Checker • Fast Letter Fun • Catch a Letter • Letter Pictures • Find the Letter • Name That Letter
Recognizes some letters and words in print.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Alphabet Review • Letter Checker • Fast Letter Fun • Catch a Letter • Letter Pictures • Find the Letter • Name That Letter
Identifies some known letters of the alphabet in familiar and unfamiliar words.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Alphabet Review • Letter Checker • Fast Letter Fun

KENTUCKY EARLY CHILDHOOD STANDARDS: THREE AND FOUR 2022

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 3.4: DEMONSTRATES EMERGENT PHONOLOGICAL AWARENESS, INCLUDING EARLY PHONEMIC AWARENESS. (P-LIT 1)	
Listens to and identifies different types of sounds.	<ul style="list-style-type: none"> • What Do You Hear? • Common Sounds
Recognizes rhyming words.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words <p>Resources:</p> <ul style="list-style-type: none"> • Nursery Rhymes
Produces a rhyming word.	<ul style="list-style-type: none"> • Make It Rhyme
Discriminates separate syllables in words.	<ul style="list-style-type: none"> • Syllable • Syllable Safari
Recognizes letter sounds that match.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Match Initial Sounds • Final Sound • Letter Sound Practice
Makes some letter-sound connections.	<ul style="list-style-type: none"> • Letter Sound Songs • Name That Sound • Letter Sound Practice • Name That Letter Sound
Identifies some beginning sounds of words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound
BENCHMARK 3.5: DRAWS MEANING AND RECALLS INFORMATION FROM PICTURES, PRINT, AND TEXT THAT IS READ TO THEM. (P-LIT 5)	
Gains meaning from pictures.	<ul style="list-style-type: none"> • Peek at the Story • Picture Clues • Picture Story
Uses pictures or illustrations to answer questions, provide descriptions or retell details related to stories, songs and text that are read aloud.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next?
Recalls information and draws simple conclusions from text that is read aloud.	<ul style="list-style-type: none"> • Read-Along Books • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Describe Characters • Look at Details

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 3.6: TELLS AND RETELLS A STORY. (P-LIT 4)	
Acts out main events of a familiar story.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next?
Uses pictures and illustrations to tell and retell a story.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next?
Uses prior experience to help make sense of stories.	<ul style="list-style-type: none"> • Build Knowledge
Retells a story including many details and draws connections between story events.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next?
STANDARD 4: DEMONSTRATES EARLY LITERACY SKILLS THAT ARE FOUNDATIONAL TO THE WRITING PROCESS.	
BENCHMARK 4.1: RECOGNIZES THAT THE PURPOSE OF WRITING IS COMMUNICATION.	
Recognizes that oral communications can be represented by written language.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.)
Dictates words to an adult to be written down to convey a message.	<p>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.</p>
Recognizes that once an oral message is written it reads the same way every time.	<ul style="list-style-type: none"> • Read-Along Books • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
BENCHMARK 4.2: PRODUCES MARKS, SYMBOLS, LETTERS AND/OR WORDS TO REPRESENT IDEAS. (P-LIT 6)	
Labels pictures or produces simple texts using scribble writing.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing)
Labels pictures or produces simple texts using letter-like forms.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing)

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 4.2: PRODUCES MARKS, SYMBOLS, LETTERS AND/OR WORDS TO REPRESENT IDEAS. (P-LIT 6) <i>continued</i>	
Writes recognizable letters.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace (Letter Picture Writing) • Letter Sound Instruction
Writes familiar words.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words
BENCHMARK 4.3: EXPLORES THE PHYSICAL ASPECT OF WRITING.	
Uses tools for writing and drawing.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Experiments with different ways to grasp writing tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Adjusts body position when writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Adjusts paper position when writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Shows awareness of the directionality of print on a page when writing (top to bottom, left to right).	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. As the narrator reads, text is highlighted which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality
MATHEMATICS	
STANDARD 1: DEMONSTRATES MATHEMATICAL CONCEPTS AND SKILLS DURING PLAY AND OTHER ACTIVITIES.	
BENCHMARK 1.1: DEMONSTRATES UNDERSTANDING OF COUNTING AND CARDINALITY. (P-MATH 1) (P-MATH 2)(P-MATH 3)(P-MATH 4)(P-MATH 5)	
Rote counts in sequence to 5 and beyond.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction
Recognizes that a single object is always “one” regardless of size, shape, and/or other attributes.	<ul style="list-style-type: none"> • Number Instruction • One-to-One Correspondence
Keeps one-to-one correspondence between counting words and objects (one number word for each object) for small groups of objects.	<ul style="list-style-type: none"> • Number Instruction • One-to-One Correspondence • Make and Count Groups
Accurately counts a set or sets of objects to 5 and beyond and answers the question “how many”.	<ul style="list-style-type: none"> • Number Instruction • One-to-One Correspondence • Make and Count Groups
Effortlessly states the number of objects in a small collection of 1-4 items without counting.	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits <p>Resources:</p> <ul style="list-style-type: none"> • Subitizing Cards

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 1.1: DEMONSTRATES UNDERSTANDING OF COUNTING AND CARDINALITY. (P-MATH 1) (P-MATH 2)(P-MATH 3)(P-MATH 4)(P-MATH 5) <i>continued</i>	
Compares two sets of 1-5 concrete objects and uses language such as more, less, or same as to describe the comparison.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than
Recognizes and identifies some numerals.	<ul style="list-style-type: none"> • Number Instruction • Number Practice <p>Resources:</p> <ul style="list-style-type: none"> • Numeral Cards
Scribbles, marks, or writes numerals on the paper to represent a number or quantity.	<ul style="list-style-type: none"> • Number Instruction • Match Numbers
Uses math language to express quantity in everyday experiences.	<p>Resources:</p> <ul style="list-style-type: none"> • Quantity Cards • Number Quantity Cards • HomeLink: Number Sense
BENCHMARK 1.2: IDENTIFIES AND USES COMMON SHAPES AND CONCEPTS ABOUT POSITION. (P-MATH 9)(P-MATH 10)	
Recognizes and names some basic shapes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Marmot Shapes • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle
Describes and compares the characteristics of basic shapes using descriptive and geometric language.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Marmot Shapes; Corners and Sides; Kites • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Solid Shapes • Space Shapes • Circle, Square, Triangle, Rectangle
Combines and separates 2D and 3D shapes to make other shapes or designs.	<ul style="list-style-type: none"> • Geoboard • Tangrams
Completes simple puzzles.	<ul style="list-style-type: none"> • Puzzle Game <p>Resources:</p> <ul style="list-style-type: none"> • Pattern Block Puzzles
Identifies the shape of objects in the environment.	<ul style="list-style-type: none"> • Song: Kites • Books: Imagination Shapes; The Shape of Things
Identifies parts of a whole.	<ul style="list-style-type: none"> • Book: Half For You and Half For Me
Demonstrates knowledge of the relative position of objects.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning; Monster Trucks • Book: Up in the Air • First, Middle, Last • Over, Under, Above, Below • Over, Under, and Through • Top, Beside, and Bottom • Inside, Outside, Between • Position • Above, Below, Next to, On

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 1.2: IDENTIFIES AND USES COMMON SHAPES AND CONCEPTS ABOUT POSITION. (P-MATH 9)(P-MATH 10) <i>continued</i>	
Uses words that indicate directionality, order and position of objects.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning; Monster Trucks • Books: Up in the Air; The Circus Came to Town • First, Middle, Last • Over, Under, Above, Below • Over, Under, and Through • Top, Beside, and Bottom • Inside, Outside, Between • Position • Above, Below, Next to, On
BENCHMARK 1.3: USES THE ATTRIBUTES OF OBJECTS FOR COMPARISON AND PATTERNING. (P-MATH 7)	
Describes objects by one or more attributes.	<ul style="list-style-type: none"> • Songs: Five Senses; Plant or Animal; Living and Nonliving; Adjectives Describe; Savanna Size • Size • Heavy and Light • Tall and Short • Big and Little
Matches objects.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
Sorts and classifies objects by one or more attributes.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
Recognizes, duplicates and extends simple repeating patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns: AB; ABB; ABC
Creates original patterns that repeat.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns: AB; ABB; ABC
BENCHMARK 1.4: DESCRIBES AND COMPARES MEASURABLE ATTRIBUTES OF OBJECTS. (P-MATH 8)	
Compares and/or orders objects using attributes of length, weight and size.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Big Small • Big and Little • Heavy and Light • Size • Order Size • Make Comparisons • Big Little Animals • Large Small Toys • Tall and Short
Uses tools to explore measurement.	<ul style="list-style-type: none"> • Song: Measuring Plants • Measurement Tools • Science Tools
Explores, compares, and describes length, weight or capacity using nonstandard units.	<ul style="list-style-type: none"> • Song: Measuring Plants • Nonstandard Units of Measure • Length

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 1.4: DESCRIBES AND COMPARES MEASURABLE ATTRIBUTES OF OBJECTS. (P-MATH 8) <i>continued</i>	
Shows awareness of simple time concepts.	<ul style="list-style-type: none"> • Calendar • Calendar/Graph Weather • Today • Yesterday/Tomorrow <p>Resources:</p> <ul style="list-style-type: none"> • Calendar template
Demonstrates understanding of the sequence of events and relative length of time associated with some common activities.	<ul style="list-style-type: none"> • Books: Mr. Romano’s Secret: A Time Story; How Long Is a Minute?
PHYSICAL EDUCATION	
STANDARD 1: DEMONSTRATES GROSS AND FINE MOTOR SKILLS.	
BENCHMARK 1.1: PERFORMS A VARIETY OF LOCOMOTOR SKILL WITH CONTROL. (P-PMP 1)(P-PMP 2)	
Demonstrates spatial awareness of body position in relationship to stationary objects.	<p>Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Personal Space Circle
Walks with control.	<p>Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.</p>
Runs with control.	<p>Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.</p>
Climbs, jumps, and/or hops with coordination, balance, and control.	<p>Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.</p>
Experiments with galloping and skipping.	<p>Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.</p> <p>Resources:</p> <ul style="list-style-type: none"> • A Spring Gallop
Uses quick stops or changes in direction to avoid contact with objects or other people.	<p>Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.</p>

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 1.2: PERFORMS A VARIETY OF NON-LOCOMOTOR SKILLS WITH CONTROL AND BALANCE. (P-PMP 1)	
Executes movements that require a stable base.	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.
Pushes, pulls, twists, turns, bends, balances, stretches, sways and/or swings limbs with coordination and control.	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.
BENCHMARK 1.3: COMBINES A SEQUENCE OF SEVERAL MOTOR SKILLS WITH CONTROL. (P-PMP 1)	
Walks up and down stairs with alternating steps.	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.
Explores a variety of movements.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. Resources: <ul style="list-style-type: none"> • Hi! Notes • Personal Space Circle
BENCHMARK 1.4: PERFORMS FINE MOTOR MOVEMENTS AND TASKS USING EYE-HAND COORDINATION. (P-PMP 3)	
Explores and manipulates objects in a variety of ways.	<ul style="list-style-type: none"> • Books: Buttons, Buttons; Navajo Beads
Uses tools.	Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop hand strength and dexterity.
Exhibits strength and control when performing fine motor skills.	Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop hand strength and dexterity.
Performs tasks using hands with skill and precision.	Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop hand strength and dexterity.

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
SCIENCE	
STANDARD 1: DEMONSTRATES SCIENTIFIC WAYS OF THINKING AND WORKING (WITH WONDER AND CURIOSITY).	
BENCHMARK 1.1: OBSERVES AND COMPARES OBSERVABLE PHENOMENA (OBJECTS, MATERIALS, PLANTS, ANIMALS, AND EVENTS). (P-SCI 1)(P-SCI 3)	
Uses many senses to examine objects with attention to detail.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Smell • Taste • Touch • Hearing • Science Investigation • Observe a Simple System • Calendar/Graph Weather
Describes properties.	<ul style="list-style-type: none"> • Songs: Five Senses; Adjectives Describe; The Scientific Method • Science Investigation • Observe a Simple System
Collects items with similar properties.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
Observes similarities and differences.	<ul style="list-style-type: none"> • Song: Same and Different • Book: Mine • Look at Details
Observes how objects, plants and animals are influenced by other objects or forces.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Observe a Simple System • Experiments: Pollution; Plants; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health
BENCHMARK 1.2: USES A VARIETY OF TOOLS TO EXPLORE THE ENVIRONMENT.	
Uses non-standard tools to explore the environment.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Observe a Simple System • Experiments: Pollution; Plants; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health
Uses standard tools to explore the environment.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Sight • Touch • Hearing • Taste • Smell • Calendar/Graph Weather • Observe a Simple System

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 1.3: USES ASPECTS OF THE SCIENTIFIC PROCESS TO LEARN ABOUT THE WORLD. (P-SCI 2)(P-SCI 4)(P-SCI 5)(P-SCI 6)	
Asks simple scientific questions.	<ul style="list-style-type: none"> • Song: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Science Tools • Observe a Simple System
Makes predictions.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System
Conducts simple experiments.	<ul style="list-style-type: none"> • Experiments: Pollution; Plants; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health
Observes results from simple experiments.	<ul style="list-style-type: none"> • Observe a Simple System • Calendar/Graph Weather • Science Investigation
Records and communicates observations through a variety of means.	<ul style="list-style-type: none"> • Song: The Scientific Method • Observe a Simple System • Science Investigation • Calendar/Graph Weather
Draws conclusions based on observations.	<ul style="list-style-type: none"> • Observe a Simple System • Science Investigation • Calendar/Graph Weather
SOCIAL STUDIES	
STANDARD 1: DEMONSTRATES KNOWLEDGE OF THE SOCIAL AND PHYSICAL ENVIRONMENTS IN WHICH THEY LIVE.	
BENCHMARK 1.1: DIFFERENTIATES BETWEEN EVENTS THAT HAPPEN IN THE PAST, PRESENT, AND FUTURE.	
Recognizes the beginning and end of an event.	<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
Recalls information about the immediate past.	
Recognizes family and/or classroom events that happened in the past.	<ul style="list-style-type: none"> • Clubhouse • Do I Have To? • It's Not Fair!
Considers how people, other living creatures and physical features of objects in the environment change over time.	<ul style="list-style-type: none"> • Song: Seasons • Books: The Four Seasons; That's What I Like: A Book About Seasons • Water Cycle • Rock Cycle • Spring • Summer • Fall • Winter • Science Investigation • Science Tools • Observe a Simple System

KENTUCKY EARLY CHILDHOOD STANDARDS: THREE AND FOUR 2022

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 1.1: DIFFERENTIATES BETWEEN EVENTS THAT HAPPEN IN THE PAST, PRESENT, AND FUTURE <i>continued</i>.	
Describes or represents two or three events in the correct sequence.	<ul style="list-style-type: none"> • Book: Marty’s Mixed-Up Mom • First, Next, Last • Sequencing Events • What Comes Next? • Sum Up: Remember Order <p>Resources:</p> <ul style="list-style-type: none"> • Itsy Bitsy Spider Sequence Cards • Before and After
Uses some general terms related to the elements of time.	<ul style="list-style-type: none"> • Calendar • Calendar/Graph Weather • Today • Yesterday/Tomorrow <p>Resources:</p> <ul style="list-style-type: none"> • Calendar template
Describes activities and/or events that are planned or typically happen a short time ahead/in the near future.	<ul style="list-style-type: none"> • Book: I Can’t Wait • Experiments: Pollution; Plants; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health
BENCHMARK 1.2: IDENTIFIES IMPORTANT PHYSICAL FEATURE IN THE ENVIRONMENT AND USES THEM TO DESCRIBE AND NAVIGATE SURROUNDINGS.	
Recognizes and/or describes characteristics of familiar places.	<p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children
Recognizes and/or uses objects to represent familiar places.	<ul style="list-style-type: none"> • Pretend Play
Shows interest in using geographic tools such as maps, globes, charts, and compasses.	Sing Around the World Songs begin with a map highlighting the location of the country represented.
BENCHMARK 1.3: SHOWS AN AWARENESS OF FUNDAMENTAL ECONOMIC CONCEPTS.	
Recognizes that sometimes there are not enough toys or materials for everyone.	<p>Resources:</p> <ul style="list-style-type: none"> • HomeLink: Waiting Game
Trades objects with someone else.	<ul style="list-style-type: none"> • Book: Bugs For Sale
Recognizes that money is used to purchase things.	<ul style="list-style-type: none"> • Books: Bugs For Sale; Fudge For Sale
BENCHMARK 1.4: CONTRIBUTES AS A MEMBER OF THE CLASSROOM COMMUNITY OR GROUP BY FOLLOWING RULES. (P-ATL 2)(P-ATL 3)(P-ATL 4)	
Follows routines that have been explained to them.	Children follow directions and routines independently as they progress through Waterford’s sequence of activities.
Follows rules with reminders and practice.	<p>Resources:</p> <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules
Describes rules that are important in different settings or situations.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Follows rules appropriate for the situation with limited guidance.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.

KENTUCKY STANDARDS	WATERFORD DIGITAL RESOURCES
BENCHMARK 1.5: DEMONSTRATES UNDERSTANDING OF ROLES AND RELATIONSHIPS WITHIN FAMILIES AND THE COMMUNITY. (P-SE 11)	
Name family members and their relationship to self.	<ul style="list-style-type: none"> Books: Mine; José Three My Family Come Inside My Name Is Squirrel
Describes own role and the roles of others in own family.	<ul style="list-style-type: none"> Books: Mine; José Three My Family
Identifies similarities and differences between roles and relationships within one’s own family with other families.	<ul style="list-style-type: none"> Books: Mine; José Three; My Super Sticky Sandwich; I Can’t Wait My Family
Recognizes that different people have different roles and jobs in the community.	<p>Resources:</p> <ul style="list-style-type: none"> Community Helpers
BENCHMARK 1.6: IDENTIFIES AND RESPECTS SIMILARITIES AND DIFFERENCES AMONG FAMILIAR PEOPLE AND THEIR CULTURAL TRADITIONS.	
Describes characteristics of oneself.	<ul style="list-style-type: none"> Book: Mine
Identifies and respects similarities and differences between self and others.	<ul style="list-style-type: none"> Books: David Next Door; Seeing Fingers; Noise? What Noise?; Mine
Recognizes that people identify their gender differently.	<ul style="list-style-type: none"> Books: Jack and Jill; Play Ball
Recognizes and respects that people differ in their cultural traditions such as language, dress, food, and other aspects of their lives.	<ul style="list-style-type: none"> Sing Around the World Songs <p>Resources:</p> <ul style="list-style-type: none"> Coloring Pages: Cinco de Mayo; Kwanzaa; Hanukkah; Christmas; Thanksgiving
TECHNOLOGY	
STANDARD 1: USES TECHNOLOGY WITH CARE TO ENGAGE WITH OTHERS AND LEARN ABOUT THE WORLD.	
BENCHMARK 1.1: OPERATES BASIC TECHNOLOGY EQUIPMENT WITH CARE.	
Manipulates technology equipment.	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.
Follows rules for safe use of the computer and other technology equipment.	Waterford is mindful of screen time and the session ends after the recommended 15 minutes of daily instruction.
BENCHMARK 1.2: USES TECHNOLOGY TO LEARN INFORMATION AND ACCOMPLISH A TASK.	
Uses technology to explore, create and innovate.	<ul style="list-style-type: none"> ABC Coloring <p>Resources:</p> <ul style="list-style-type: none"> Going on an Alphabet Sound Hunt!
Uses technology to communicate.	Waterford provides a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities.
Uses technology to investigate a topic of interest.	Waterford provides many opportunities for students to select topics of interest and stories they enjoy.



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



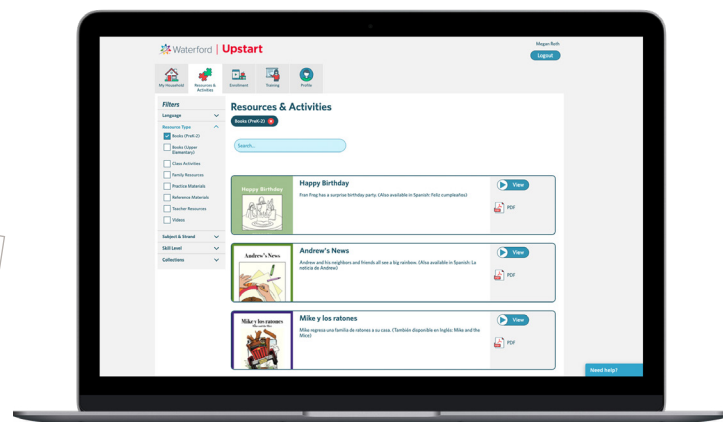
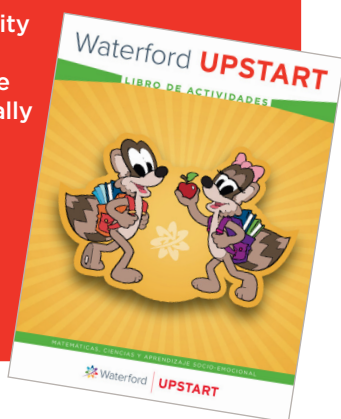
FAMILY ENGAGEMENT

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

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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.



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SAMPLE RESOURCES & ACTIVITIES

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

Social-Emotional Learning

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

Math and Science

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

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

Language and Literacy

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

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

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

CONTINUAL DEVELOPMENT

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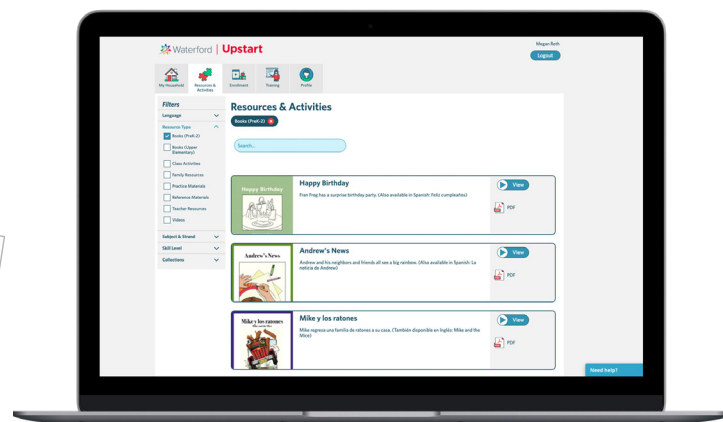
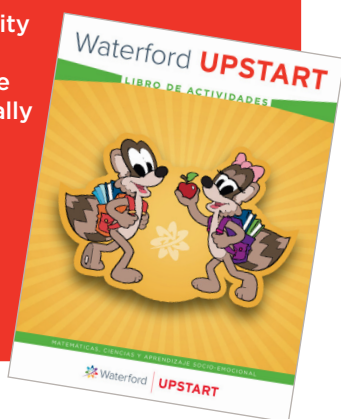
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