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Correlation Criteria:
PENNSYLVANIA LEARNING STANDARDS FOR
EARLY CHILDHOOD 2014

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CURRICULUM
Correlation

Waterford
Upstart

100%

*Pennsylvania
Learning
Standards for
Early Childhood
2014*

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PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
APPROACHES TO LEARNING THROUGH PLAY	
CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE	
AL.1 CONSTRUCTING AND GATHERING KNOWLEDGE	
A. CURIOSITY AND INITIATIVE	
AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	• 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 • Informational Books (See titles at end of document.)
B. RISK TAKING	
AL.1 PK.B Demonstrate a willingness to participate in new and challenging experiences.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
C. STAGES OF PLAY	
AL.1 PK.C Engage in complex play sequences with two or more children.	*Engagement:* • Role Play • What Would You Do? • Guess My Rule
AL.2 ORGANIZING AND UNDERSTANDING INFORMATION	
A. ENGAGEMENT AND ATTENTION	
AL.2 PK.A Work toward completing a task, even if challenging, and despite interruptions.	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.
B. TASK ANALYSIS	
AL.2 PK.B Independently break simple tasks into steps and complete them one at a time.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
C. PERSISTENCE	
AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.	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.
D. PATTERNING	
AL.2 PK.D Recognize and extend simple patterns.	• Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
E. MEMORY	
AL.2 PK.E Retain and recall information presented over a short period of time.	• Memorization • Sum Up: Remember Order • Sum Up: Five Ws

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
AL.3 APPLYING KNOWLEDGE	
A. ENGAGEMENT AND ATTENTION	
AL.3 PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings.	• Baby's Ballet • Squirrel's Sketches • Mama's Melody • Papa's Play ***Engagement:*** • Lots of Feelings • Role Play • Hi! Notes
B. INVENTION	
AL.3 PK.B Produce and explain the purpose for a new creation.	• Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright • Perfect Present • Party Time
C. REPRESENTATION	
AL.3 PK.C Use materials and objects to represent new concepts.	• Soup's On! • Perfect Present ***Engagement:*** • Role Play
AL.4 LEARNING THROUGH EXPERIENCE	
A. MAKING CONNECTIONS	
AL.4 PK.A Relate knowledge learned from one experience to a similar experience in a new setting.	• Connect to Me • Build Knowledge
B. RESILIENCY	
AL.4 PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
C. PROBLEM SOLVING	
AL.4 PK.C Attempt problem solving activities to achieve a positive outcome.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
LANGUAGE AND LITERACY DEVELOPMENT	
ENGLISH LANGUAGE ARTS	
1.1 FOUNDATIONAL SKILLS	
A. BOOK HANDLING	
1.1 PK.A Practice appropriate book handling skills.	Online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion.
Orient a book correctly	• Print Concepts
Turn pages in order	Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.
Use pointers or finger to track print on charts, posters, environmental print or in books	Print Concepts is an example that includes a graphic of a hand running a finger over print as the narrator reads.
Practice tracking from top to bottom and left to right with scaffolding	Online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motions.

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
B. PRINT CONCEPTS	
1.1 PK.B Identify basic features of print.	• Print Concepts • Letters Make Words • Words Tell About the Pictures
C. PHONOLOGICAL AWARENESS	
1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	• Blending • Blend Onset/Rime Sounds • Blending Dragon • Blending Riddles • Syllables
D. PHONICS AND WORD RECOGNITION	
1.1 PK.D Develop beginning phonics and word skills.	• Letter Sound • Name That Letter Sound • Letters Make Words • Blend Decodable Words • Find the Letter • Sound Room • Choose a Sound • ABC Coloring
Emerging to...read emergent reader text with purpose and understanding.	• Decodable Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
1.2 READING INFORMATIONAL TEXT	
A. KEY IDEAS AND DETAILS-MAIN IDEA	
1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.	• Informational Books (See titles at end of document.) • Look At Details • Describe Characters • Find an Answer • Sum Up: Five Ws
B. KEY IDEAS AND DETAILS-TEXT ANALYSIS	
1.2 PK.B Answer questions about a text.	• Look At Details • Describe Characters • Find an Answer • Sum Up: Five Ws
C. KEY IDEAS AND DETAILS	
1.2 PK.C With prompting and support, make connections between information in a text and personal experience.	• Connect to Me • Build Knowledge
E. CRAFT AND STRUCTURE-TEXT STRUCTURE	
1.2 PK.E 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.

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
F. CRAFT AND STRUCTURE-VOCABULARY	
1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.	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.
G. INTEGRATION OF KNOWLEDGE AND IDEAS-DIVERSE MEDIA	
1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.	• Words Tell About the Pictures • Picture Clues
I. INTEGRATION OF KNOWLEDGE AND IDEAS-ANALYSIS ACROSS TEXTS	
1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.	• Books: Creepy Crawlers and Garden Visitors
J. VOCABULARY ACQUISITION AND USE	
1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.
K. VOCABULARY ACQUISITION AND USE	
1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.	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.
L. RANGE OF READING	
1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.	• Informational Books (See titles at end of document.)
1.3 READING LITERATURE	
A. KEY IDEAS AND DETAILS-THEME	
1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.	• Picture Clues • What Comes Next? • Describe Characters • Find an Answer • Sum Up: Five Ws • Sum Up: Remember Order
B. KEY IDEAS AND DETAILS-TEXT ANALYSIS	
1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).	• Find an Answer • Sum Up: Five Ws
C. KEY IDEAS AND DETAILS-LITERARY ELEMENTS	
1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.	• Describe Characters • Compare Characters • Find an Answer • Sum Up: Five Ws • Look at Details

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PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
D. CRAFT AND STRUCTURE–POINT OF VIEW	
1.3 PK.D With prompting and support, name the author and illustrator of a story.	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.
E. CRAFT AND STRUCTURE–TEXT STRUCTURE	
1.3 PK.E With prompting and support, recognize common types of text.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Print Concepts
F. CRAFT AND STRUCTURE–VOCABULARY	
1.3 PK.F Answer questions about unfamiliar words read aloud from a story.	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.
G. INTEGRATION OF KNOWLEDGE AND IDEAS–SOURCES OF INFORMATION	
1.3 PK.G Describe pictures in books using detail.	• Song: Adjectives Describe • Picture Clues • Words Tell About the Pictures • Look at Details
H. INTEGRATION OF KNOWLEDGE AND IDEAS–TEXT ANALYSIS	
1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.	• Describe Characters • Compare Characters • Find an Answer • Sum Up: Five Ws
I. VOCABULARY ACQUISITION AND USE–STRATEGIES	
1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.	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.
J. VOCABULARY ACQUISITION AND USE	
1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.	All activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.
K. RANGE OF READING	
1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.	• Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Math Books • Science Books (See titles at end of document.)

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
1.4 WRITING	
A. INFORMATIVE/EXPLANATORY	
1.4 PK.A Draw/dictate to compose informative/ explanatory texts examining a topic.	• Dots, Lines, and Circles • Letter Trace • Letters Make Words
B. INFORMATIVE/EXPLANATORY-FOCUS	
1.4 PK.B With prompting and support, draw/ dictate about one specific topic.	• Dots, Lines, and Circles • Letter Trace • Letters Make Words
C. INFORMATIVE/EXPLANATORY-ORGANIZATION	
1.4 PK.C With prompting and support, generate ideas to convey information.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
D. INFORMATIVE/EXPLANATORY-ORGANIZATION	
1.4 PK.D With prompting and support, make logical connections between drawing and dictation.	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.
F. INFORMATIVE/EXPLANATORY-CONVENTIONS OF LANGUAGE	
Emerging to… Spell simple words phonetically.	• Letters Make Words • Letter Sounds • Letter Trace • Name That Letter Sound • Sound Room • Name That Letter
M. NARRATIVE	
1.4 PK.M Dictate narratives to describe real or imagined experiences or events.	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.
N. NARRATIVE-FOCUS	
1.4 PK.N Establish "who" and "what" the narrative will be about.	• Sum Up: Five Ws
O. NARRATIVE-CONTENT	
1.4 PK.O With prompting and support, describe experiences and events.	• Connect to Me • Build Knowledge • What Comes Next?
P. NARRATIVE-ORGANIZATION	
1.4 PK.P Recount a single event and tell about the events in the order in which they occurred.	• Connect to Me • Sum Up: Remember Order • What Comes Next? • First, Next, and Last

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
R. NARRATIVE-CONVENTIONS OF LANGUAGE	
Emerging to... Spell simple words phonetically.	• Letters Make Words • Letter Sounds • Letter Trace • Name That Letter Sound • Sound Room • Name That Letter
T. PRODUCTION AND DISTRIBUTION OF WRITING -WRITING PROCESS	
1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.	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.
V. CONDUCTING RESEARCH	
1.4 PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.	• Science Investigation • Build Knowledge
W. CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES	
1.4 PK.W With guidance and support, recall information from experiences or books.	• Sum Up: Remember Order • Sum Up: Five Ws • Connect to Me • What Comes Next?
X. RANGE OF WRITING	
Emerging to... Write routinely over short time frames.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
1.5 SPEAKING AND LISTENING	
A. COMPREHENSION AND COLLABORATION-COLLABORATIVE DISCUSSION	
1.5 PK.A Participate in collaborative conversations with peers and adults in small and larger groups.	Social-emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
B. COMPREHENSION AND COLLABORATION-CRITICAL LISTENING	
1.5 PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.	• Look At Details • Describe Characters • Sum Up: Five Ws • Find an Answer
C. COMPREHENSION AND COLLABORATION-EVALUATION	
1.5 PK.C Respond to what a speaker says to follow directions, seek help, or gather information.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
D. PRESENTATION OF KNOWLEDGE AND IDEAS-PURPOSE, AUDIENCE, AND TASK	
1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.	Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly.
E. PRESENTATION OF KNOWLEDGE AND IDEAS-CONTEXT	
1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.	Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly.
G. CONVENTIONS OF STANDARD ENGLISH	
1.5 PK.G Demonstrate command of the conventions of standard English when speaking based on prekindergarten level and content.	Social-emotional videos model conversations between characters demonstrating the conventions of standard English as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
MATHEMATICAL THINKING AND EXPRESSION	
EXPLORING, PROCESSING, AND PROBLEM-SOLVING	
2.1 NUMBERS AND OPERATIONS **A. COUNTING AND CARDINALITY**	
1. CARDINALITY	
2.1 PK.A.1 Know number names and the count sequence.	• Number Songs • Number Instruction • Counting Songs • Number Counting • Order Numbers
2. COUNTING	
2.1 PK.A.2 Count to tell the number of objects.	• Math Books • Counting Songs • Number Instruction • Bug Bits • Make and Count Groups • One-to-One Correspondence
3. COMPARING	
2.1 PK.A.3 Compare numbers.	• Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Make and Count Groups • Greater Than, Less Than • More Than, Fewer Than
MP. MATHEMATICAL PROCESSES	
2.1 PK.MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.	• Book: For the Birds • Match Numbers • Bug Bits • More Than, Fewer Than • More Than • Fewer Than • One-to-one Correspondence • Greater Than, Less Than • Number Instruction • Make and Count Groups

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
2.2 ALGEBRAIC CONCEPTS **A. OPERATIONS AND ALGEBRAIC THINKING**	
1. OPERATIONS AND ALGEBRAIC THINKING	
2.2 PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	• Songs: On the Bayou; Pirates Can Add; Bakery Subtraction; Circus Subtraction • Addition • Add Groups • Act Out Addition • Subtraction • Subtract Groups • Act Out Subtraction
MP. MATHEMATICAL PROCESSES	
2.2 PK.MP Use mathematical processes when representing relationships.	• Songs: On the Bayou; Pirates Can Add; Bakery Subtraction; Circus Subtraction • Make and Count Groups • Addition • Add Groups • Act Out Addition • Subtraction • Subtract Groups • Act Out Subtraction • One-to-One Correspondence
2.3 GEOMETRY **A. GEOMETRY**	
1. IDENTIFICATION	
2.3 PK.A.1 Identify and describe shapes.	• Songs: Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon
2. APPLICATION	
2.3 PK.A.2 Analyze, compare, create, and compose shapes.	• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Geoboard • Tangram *Engagement:* • Shape Puzzles

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
MP. MATHEMATICAL PROCESSES	
2.3 PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes.	• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon • Congruence • Geoboard • Tangrams
2.4 MEASUREMENT, DATA, AND PROBABILITY **1. MEASUREMENT**	
1. MEASUREMENT	
2.4 PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.	• Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest; Let's Compare • Book: Buttons, Buttons • Make Comparisons • Length • Weight • Sort • Size • Big and Little • Short and Tall • Heavy and Light
4. DATA	
2.4 PK.A.4 Classify objects and count the number of objects in each category.	• Songs: All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Make and Count Groups • Size
MP. MATHEMATICAL PROCESSES	
2.4 PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.	• Song: Measuring Plants • Book: Milton's Mittens • Measurement Tools • Calendar/Graph Weather • Length • Capacity

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
SCIENTIFIC THINKING AND TECHNOLOGY	
EXPLORING, SCIENTIFIC INQUIRY, AND DISCOVERY	
3.1 BIOLOGICAL SCIENCES **A. LIVING AND NON-LIVING ORGANISMS**	
1. COMMON CHARACTERISTICS OF LIFE	
3.1 PK.A.1 Recognize the difference between living and non-living things.	• Song: Living and Nonliving • Living or Nonliving
2. ENERGY FLOW	
3.1 PK.A.2 Identify basic needs of plants (water and light) and animals (food, water, and light).	• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Mammals • Birds • Reptiles • Amphibians • Fish • Plants • Plant or Animal • Invertebrates • Insects • Spiders • Worms • Science Investigation • Sun • Water • Food From Plants
3. LIFE CYCLES	
3.1 PK.A.3 Recognize that plants and animals grow and change.	• Song: Plants Are Growing • Book: A Seed Grows • Mammals • Amphibians • Birds
5. FORM AND FUNCTION	
3.1 PK.A.5 Name basic parts of living things.	• Song: Animal Bodies • Books: Animal Bodies; Amazing Tails; Guess What I Am; Little Tree • Bug Bits • Plants • Plant Parts • Body Parts • Parts of the Face • Animal Bodies

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
9. SCIENCE AS INQUIRY	
3.1 PK.A.9 Participate in simple investigations about living and/ or non-living things to answer a question or to test a prediction.	• Songs: The Scientific Method; Living and Nonliving • Science Investigation • Science Tools • Observe a Simple System • Living or Nonliving
B. GENETICS	
1. HEREDITY	
3.1 PK.B.1 Recognize and compare physical characteristics of living things from same species.	• Song: Savanna Size • Science Investigation • Plants • Mammals • Fish • Birds • Amphibians • Spiders • Insects • Tall and Short • Heavy and Light • Big and Little
6. SCIENCE AS INQUIRY	
3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.	• Song: The Scientific Method • Science Investigation • Plants • Mammals • Fish • Birds • Amphibians • Spiders • Insects • Make Comparisons • Tall and Short • Heavy and Light • Big and Little
C. EVOLUTION	
3. UNIFYING THEMES (Constancy and Change)	
3.1 PK.C.3 Describe changes that occur in animals.	• Books: That's What I Like: A Book About Seasons; Winter Snoozers • Amphibians • Birds • Mammals • Spring • Summer • Fall • Winter

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
4. SCIENCE AS INQUIRY	
3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.	• Song: The Scientific Method • Science Investigation • Plants • Mammals • Fish • Birds • Amphibians • Spiders • Insects • Tall and Short • Heavy and Light • Big and Little
3.2 PHYSICAL SCIENCES **A. CHEMISTRY**	
1. PROPERTIES OF MATTER	
3.2 PK.A.1 Sort and describe objects according to size, shape, color, and texture.	• Songs: Same and Different; All Sorts of Laundry • Book: Buttons, Buttons • Matching • Size • Sort • Simple Shapes
3. MATTER AND ENERGY	
3.2 PK.A.3 Notice change in matter	• Song: Matter • Book: Pancakes Matter • Matter • States of Water
5. UNIFYING THEMES	
3.2 PK.A.5 Recognize that everything is made of matter.	• Song: Matter • Book: Pancakes Matter • Matter
6. SCIENCE AS INQUIRY	
3.2 PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction.	• Songs: The Scientific Method; Matter • Book: Pancakes Matter • Science Investigation • Matter • States of Water
B. PHYSICS	
1. FORCE AND MOTION OF PRACTICES AND RIGID BODIES	
3.2 PK.B.1 Explore and describe the motion of toys and objects.	• Songs: Push and Pull; Gravity • Books: Mr. Mario's Neighborhood; Up and Down • Push and Pull
5. NATURE OF WAVES (SOUND AND LIGHT ENERGY)	
3.2 PK.B.5 Create and describe variations of sound.	• Books: Sound; What Sounds Say

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6. UNIFYING THEMES (Energy)	
3.2 PK.B.6 Recognize that light from the sun is an important source of energy for living and non-living systems and some source of energy is needed for all organisms to stay alive and grow.	• Songs: Living and Nonliving; Sun Blues • Books: A Seed Grows; Little Tree • Sun • Living or Nonliving • Plants
7. SCIENCE OF INQUIRY	
3.2 PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.	• Songs: The Scientific Method; Gravity • Book: Up and Down • Science Investigation • Push and Pull • Magnets
3.3 EARTH AND SPACE SCIENCES **A. EARTH STRUCTURE, PROCESSES, AND CYCLES**	
1. EARTH FEATURES AND THE PROCESSES THAT CHANGE THEM	
3.3 PK.A.1 Sort different types of earth materials.	• Songs: I Am Part of All I See; All Sorts of Laundry; Same and Different • Book: Buttons, Buttons • Materials • Sort • Match • Magnets • Rocks
4. WATER	
3.3 PK.A.4 Identify a variety of uses for water.	• Song: Water • Book: Mela's Water Pot • Water • Care of Water
5. WEATHER AND CLIMATE	
3.3 PK.A.5 Identify seasons that correspond with observable conditions and identify how weather affects daily life.	• Song: Seasons • Books: That's What I Like: A Book About Seasons; Whatever the Weather; Winter Snoozers • Summer • Spring • Winter • Fall • Weather
7. SCIENCE OF INQUIRY	
3.3 PK.A.7 Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.	• Songs: The Scientific Method; Plants Are Growing • Books: That's What I Like: A Book About Seasons; Whatever the Weather; Winter Snoozers • Summer • Spring • Winter • Fall • Weather • Science Investigation • Observe a Simple System

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B. ORIGIN AND EVOLUTION OF THE UNIVERSE	
1. COMPARISONS AND STRUCTURE	
3.3 PK.B.1 Identify objects that can be found in the day or night sky.	• Songs: Sun Blues; The Moon; Precipitation • Books: Star Pictures; Moon Song; What Is a Cloud? • Sun • Moon • Constellations • Clouds
3. SCIENCE AS INQUIRY	
3.3 PK.B.3 Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.	• Songs: The Scientific Method; Sun Blues; The Moon; Precipitation • Books: Star Pictures; Moon Song; What Is a Cloud? • Science Investigation • Sun • Moon • Constellations • Clouds
ENVIRONMENT AND ECOLOGY	
4.1 ECOLOGY	
A. THE ENVIRONMENT	
4.1 PK.A Identify living and non-living things in the immediate and surrounding environment.	• Song: Living and Nonliving • Book: I Want to Be a Scientist Like George Washington Carver • Living or Nonliving • Plant or Animal • Rocks
C. ENERGY FLOW	
4.1 PK.C Identify that plants need the sun to grow.	• Song: Plants Are Growing; Food From Plants • Books: A Seed Grows; Little Tree • Sun • Plants
D. BIODIVERSITY	
4.1 PK.D Identify basic needs of living things.	• Song: Living and Nonliving • Book: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall • Living or Nonliving • Plant or Animal • Sun • Water • Plants
E. SUCCESSION	
4.1 PK.E Identify the change of seasons in the environment.	• Song: Seasons • Book: That's What I Like: A Book About Seasons • Summer • Spring • Winter • Fall

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
4.2 WATERSHEDS AND WETLANDS	
A. WATERSHEDS	
4.2 PK.A Identify various types of moving water in Pennsylvania.	• Song: Water • Water Sources
B. WETLANDS	
4.2 PK.B Identify a wetland as an ecosystem in Pennsylvania.	• Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Wetlands • Ecosystems
C. AQUATIC ECOSYSTEM	
4.2 PK.C Describe an aquatic (water) and terrestrial (land) habitat.	• Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Oceans • Rainforests • Mountains • Deserts • Ecosystems
4.3 NATURAL RESOURCES	
A. USE OF NATURAL RESOURCES	
4.3 PK.A Identify how the environment provides for the needs of people in their daily lives.	• Songs: I Am Part of All I See; Food From Plants • Sun • Water • Food From Plants
4.3 PK.B Identify natural resources available to people in their daily lives.	• Song: I Am Part of All I See • Book: Follow the Apples! • Food From Plants • Water • Natural Resources
4.4 AGRICULTURE AND SOCIETY	
A. FOOD AND FIBER SYSTEMS	
4.4 PK.A Identify what plants and animals need to grow.	• Song: Food From Plants; Plant or Animal; Plants Are Growing • Books: Follow the Apples!; A Seed Grows • Food From Plants • Sun • Water
C. APPLYING SCIENCES TO AGRICULTURE	
4.4 PK.C Recognize that plants and animals grow and change.	• Song: Plants Are Growing • Mammals • Amphibians • Birds • Fish • Amphibians • Insects • Snakes • Spiders • Plants

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
D. TECHNOLOGY INFLUENCES ON AGRICULTURE	
4.4 PK.D Identify basic tools used in gardening at home and at school.	• Song: Measuring Plants • Books: That's What I Like: A Book About Seasons; Thirteen in My Garden
4.5 HUMANS AND THE ENVIRONMENT	
A. SUSTAINABILITY	
4.5 PK.A Identify what people need to survive.	• Songs: Food From Plants; Health • Book: Everybody Needs to Eat • Sun • Water • Food From Plants
B. INTEGRATED PEST MANAGEMENT	
4.5 PK.B Identify things in the natural environment that can be harmful to people, pets, and other living things.	• Song: Sun Blues
C. POLLUTION	
4.5 PK.C Identify ways people pollute the environment.	• Songs: Pollution Rap; Conservation • Pollution and Recycling
D. WASTE MANAGEMENT	
4.5 PK.D Describe how everyday human activities generate waste.	• Song: Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth
15.4 COMPUTER AND INFORMATION TECHNOLOGY	
A. INFLUENCE OF EMERGING TECHNOLOGIES	
15.4 PK.A Identify various technologies used in the classroom and at home.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).
B. DIGITAL CITIZENSHIP	
15.4 PK.B Demonstrate responsible use of technology and equipment.	Waterford is mindful of screen time and the session ends after the recommended 15 minutes of daily instruction.
C. HARDWARE	
15.4. PK.C With prompting and support, identify peripheral devices of computer system including input and output devices.	Waterford introduces students to various peripheral devices that they identify, such as computer, monitor, headphones, or iPad for output and keyboard, mouse or touchpad, iPad, touch screen, and microphones for input.
D. INPUT TECHNOLOGIES	
15.4 PK.D Demonstrate the correct use of simple input technologies (e.g., mouse, touch screen, microphone, etc.).	Students use input technologies such as mouse, touchpad, keyboard, touchscreen, or microphone, to interact with Waterford.
G. SOFTWARE/APPLICATIONS	
15.4 PK.G With help and support, select and use various software/ applications for an intended purpose.	Students select the Waterford Icon to begin their session.

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
K. DIGITAL MEDIA	
15.4 PK.K With help and support, identify similarities and differences between text, graphics, audio, animation, and video.	Children see and identify similarities and differences between text, graphics, audio, animation, and video throughout the sequence.
L. TECHNOLOGY RESEARCH	
15.4 PK.L With help and support, use web browser to locate content-specific websites.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
M. EMERGING TECHNOLOGIES IN CAREERS	
15.4 PK.M With help and support, identify various technologies used in the workplace.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
SOCIAL STUDIES THINKING	
CONNECTING TO COMMUNITIES	
CIVICS AND GOVERNMENT **5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT**	
A. RULE OF LAW	
5.1 PK.A State rules and their consequences.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
F. SYMBOLS	
5.1 PK.F Identify basic American symbols. (e.g., American flag)	*Engagement:* • US Flag • Happy Flag Day Coloring Page • Moon Landing Poster
5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP	
A. CIVIC RIGHTS AND RESPONSIBILITIES	
5.2 PK.A Identify self-membership of a group such as the class or family.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
B. CONFLICT RESOLUTION	
5.2 PK.B Identify a problem and discuss possible solutions with adult assistance. *See also 16.2 PK.D	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
C. LEADERSHIP AND PUBLIC SERVICE	
Emerging to…Identify classroom projects/activities that support leadership and service.	• Song: Pollution Rap • Pollution and Recycling
5.3 HOW GOVERNMENT WORKS	
C. GOVERNMENT SERVICES	
5.3 PK.C Identify community workers through their uniforms and equipment.	• Books: Play Ball; Follow the Apples! *Engagement:* • Community Helpers

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
F. CONFLICT AND THE COURT SYSTEM	
5.3 PK.F Identify appropriate behaviors for responsible classroom citizens.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative to help develop skills needed to be responsible classroom citizens.
ECONOMICS	
6.1 SCARCITY AND CHOICE	
A. SCARCITY AND CHOICE	
Emerging to ... Identify how scarcity influences choice.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
B. LIMITED RESOURCES	
Emerging to ... Identify family wants and needs	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
D. INCENTIVES AND CHOICE	
6.1 PK.D Identify a choice based on individual interest.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
6.2 MARKETS AND ECONOMIC SYSTEMS	
C. ADVERTISING AND MEDIA	
Emerging to ... Identify advertisements that encourage us to buy things.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
D. PRICE DETERMINATION	
6.2 PK.D Explain how money is used.	• Songs: Save Your Pennies; Money • Book: Bugs for Sale
6.3 FUNCTIONS OF GOVERNMENT	
D. GOVERNMENT'S ROLE IN INTERNATIONAL TRADE	
6.3 PK.D Identify products produced locally.	*Engagement:* • Exploring Your Home City With Your Children
6.5 INCOME, PROFIT, AND WEALTH	
A. FACTORS INFLUENCING WAGES	
6.5 PK.A Differentiate between work and play.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
C. TYPES OF BUSINESS	
6.5 PK.C Identify local businesses.	*Engagement:* • Exploring Your Home City With Your Children

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
GEOGRAPHY	
7.1 BASIC GEOGRAPHIC LITERACY	
A. GEOGRAPHIC TOOLS	
7.1 PK.A Explain how a map is a representation of places.	Each Sing Around the World: Intro displays a map highlighting the location of the country represented.
B. LOCATION OF PLACES AND REGIONS	
Emerging to ... Describe the location of places in the home, school, and community to gain an understanding of relative location.	*Engagement:* • Exploring Your Home City With Your Children
7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS	
A. PHYSICAL CHARACTERISTICS	
7.2 PK.A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.	*Engagement:* • Exploring Your Home City With Your Children
HISTORY	
8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT	
A. CONTINUITY AND CHANGE OVER TIME	
8.1 PK.A Identify a sequence of events through a day.	• Book: Mr. Romano's Secret: A Time Story
C. RESEARCH	
8.1 PK.C Understand that information comes from many sources such as books, computers, and newspapers.	• Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Build Knowledge • Print Concepts
CREATIVE THINKING AND EXPRESSION	
COMMUNICATING THROUGH THE ARTS	
9.1.M PRODUCTION AND PERFORMANCE--MUSIC AND MOVEMENT	
A. ELEMENTS AND PRINCIPLES	
9.1.M PK.A Know and use basic elements and principles of music and movement.	• Sing a Rhyme Songs/Books • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody *Engagement:* • Hi! Notes
B. DEMONSTRATION	
9.1.M PK.B Respond to different types of music and dance through participation and discussion.	• Sing a Rhyme Songs/Books • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody *Engagement:* • Hi! Notes

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
E. REPRESENTATION	
9.1.M PK.E Use imagination and creativity to express self through music and dance.	• Sing a Rhyme Songs/Books • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody ***Engagement:*** • Hi! Notes
J. TECHNOLOGIES	
9.1 M.PK.J Use a variety of technologies for producing or performing works of art.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
9.1.D PRODUCTION AND PERFORMANCE--DRAMATIC AND PERFORMANCE PLAY	
B. DEMONSTRATION	
9.1.D PK.B Recreate a dramatic play experience for an audience.	• Papa's Play ***Engagement:*** • Role Play • What Would You Do?
E. REPRESENTATION	
9.1.D PK.E Use imagination and creativity to express self through dramatic play.	• Papa's Play ***Engagement:*** • Role Play • What Would You Do?
9.1.V PRODUCTION AND PERFORMANCE --VISUAL ARTS	
A. ELEMENTS AND PRINCIPLES	
9.1.V PK.A Know and use basic elements of visual arts.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
B. DEMONSTRATION	
9.1.V PK.B Combine a variety of materials to create a work of art.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
E. REPRESENTATION	
9.1.V PK.E Use imagination and creativity to express self through visual arts.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
J. TECHNOLOGIES	
9.1.V PK.J Use a variety of technologies for producing works of art.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
9.2 HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS	
D. PERSPECTIVE	
9.2 PK.D Explain that instruments or art forms represent cultural perspectives.	• Sing Around the World Songs
9.3 CRITICAL RESPONSE TO WORKS IN THE ARTS	
F. IDENTIFICATION	
9.3 PK.F Recognize and name a variety of art forms.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
G. CRITICAL RESPONSE	
9.3 PK.G Formulate and share an opinion about others' art products.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
9.4 AESTHETIC RESPONSE TO WORKS IN THE ARTS	
B. EMOTIONAL RESPONSE	
9.4 PK.B Demonstrate an emotional response to viewing or creating various art works.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT	
LEARNING ABOUT MY BODY	
10.1 CONCEPTS OF HEALTH	
B. INTERACTION OF BODY SYSTEMS	
10.1 PK.B Identify and locate body parts.	• Books: Legs; Fawn Eyes • Song: Head, Shoulders, Knees, and Toes • Parts of the Face • Body Parts
C. NUTRITION	
10.1 PK.C Identify foods that keep our body healthy.	• Song: Health • Healthy Food *Engagement:* • My Healthy Plate • Food Pictures (Healthy Eating)
D. ALCOHOL, TOBACCO, AND CHEMICAL SUBSTANCES	
10.1 PK.D Identify and discuss the purposes of medicine.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
E. HEALTH PROBLEMS AND DISEASE PREVENTION	
10.1 PK.E Identify and discuss common health problems.	• Book: The Germs • Germs • Avoid Germs and Prevent Illness • Science Investigation
10.2 HEALTHFUL LIVING	
A. HEALTH PRACTICES, PRODUCTS, AND SERVICES	
10.2 PK.A Identify fundamental practices for good health.	• Song: Health • Books: The Germs; We All Exercise • Germs • Avoid Germs and Prevent Illness • Exercise and Rest • Healthy Food • Science Investigation *Engagement:* • My Healthy Plate • Food Pictures (Healthy Eating)

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
E. HEALTH AND THE ENVIRONMENT	
10.2 PK.E Identify environmental factors that affect health.	• Book: The Germs • Germs • Science Investigation
10.3 SAFETY AND INJURY PREVENTION	
A. SAFE AND UNSAFE PRACTICES	
10.3 PK.A Recognize safe and unsafe practices.	*Engagement:* • Emergency Preparedness for Kids • Fire Safety for Kids
B. EMERGENCY RESPONSES	
10.3 PK.B Recognize emergency situations and discuss appropriate responses.	*Engagement:* • Emergency Preparedness for Kids • Fire Safety for Kids
10.4 PHYSICAL ACTIVITY--GROSS MOTOR COORDINATION	
A. CONTROL AND COORDINATION	
10.4 PK.A Demonstrate coordination of body movements in active play.	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. BALANCE AND STRENGTH	
10.4 PK.B Exhibit balance while moving on the ground or using equipment.	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.
10.5 CONCEPTS, PRINCIPLES, AND STRATEGIES OF MOVEMENT--FINE MOTOR DEVELOPMENT	
A. STRENGTH, COORDINATION, AND MUSCLE CONTROL	
10.5 PK.A Use hands, fingers, and wrists to manipulate objects.	The daily use of a touch pad or mouse helps develop dexterity and hand–eye coordination.
B. EYE/HAND COORDINATION	
10.5 PK.B Coordinate eye and hand movements to perform a task.	The daily use of a touch pad or mouse helps develop dexterity and hand–eye coordination.
C. USE OF TOOLS	
10.5 PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.	The daily use of a touch pad or mouse helps develop dexterity and hand–eye coordination.
SOCIAL AND EMOTIONAL DEVELOPMENT	
STUDENT INTERPERSONAL SKILLS	
16.1 SELF-AWARENESS AND SELF-MANAGEMENT	
A. MANAGES EMOTIONS AND BEHAVIORS	
16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.	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."

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
B. INFLUENCES OF PERSONAL TRAITS ON LIFE	
16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
C. RESILIENCY	
16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
D. GOAL-SETTING	
16.1 PK.D Establish goals independently and recognize their influence on choices.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
16.2 ESTABLISHING AND MAINTAINING RELATIONSHIPS	
A. RELATIONSHIPS--TRUST AND ATTACHMENT	
16.2 PK.A Interact with peers and adults in a socially acceptable manner.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
B. DIVERSITY	
16.2 PK.B Identify similarities and differences between self and others.	• Song: Same and Different • Books: Mine; José Three • My Family • Come Inside • My Name is Squirrel
C. COMMUNICATION	
16.2 PK.C Engage in reciprocal communication with adults and peers.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.
D. MANAGING INTERPERSONAL CONFLICTS	
16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. *See also 5.2.PK.B	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
E. SUPPORT--ASKING FOR HELP	
16.2 PK.E Ask for and accept offers of help when needed or appropriate.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
16.3 DECISION-MAKING AND RESPONSIBLE BEHAVIOR	
A. DECISION-MAKING SKILLS	
16.3 PK.A Interpret the consequences of choices.	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."

PENNSYLVANIA STANDARDS	WATERFORD DIGITAL RESOURCES
B. UNDERSTANDING SOCIAL NORMS (Social Identity)	
16.3 PK.B Recognize there are socially acceptable ways to behave in different places.	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."
C. RESPONSIBLE ACTIVE ENGAGEMENT--EMPATHY	
16.3 PK.C Actively engage in assisting others when appropriate.	• Marmot's Basket • Boo Hoo Baby • Musical Mayhem • Baby's Ball

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

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; Zig Zag

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
Zero In My Toybox; 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; Zero Is a Big Round Hole; 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

WATERFORD *Family Engagement Resources*

FAMILY ENGAGEMENT

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford Upstart families. Please visit Waterford Upstart 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 avaliable online at Waterford Upstart.

Visit Waterford Upstart at https://upstart.waterford.org/
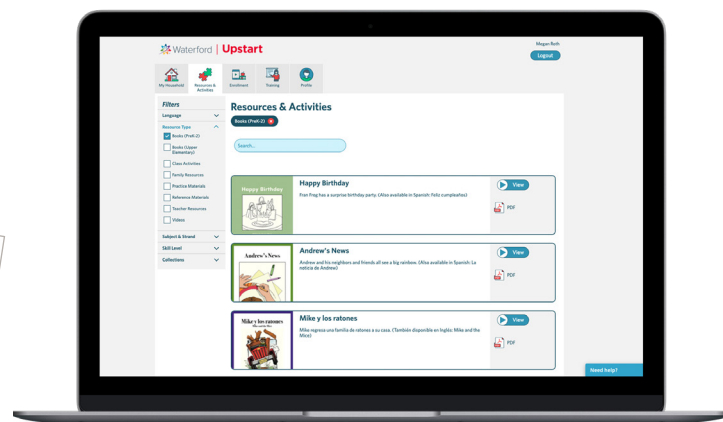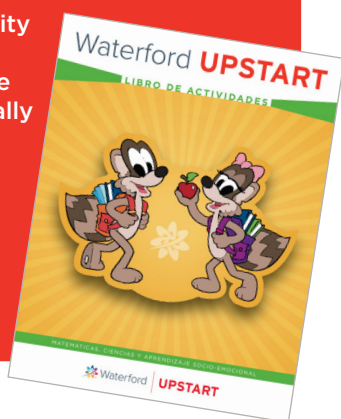
SAMPLE RESOURCES & ACTIVITIES

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, Gooey 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.