



Alignment November 2025

100%
Aligned

**Waterford
Upstart**

**South Carolina
Early Learning
Standards 2017**

**Alignment content includes a sampling of Waterford Digital Activities and Resources*

This document provides a detailed alignment of **Waterford Early Learning** to **South Carolina Early Learning Standards 2017**.

Alignment Description

This document aligns South Carolina Early Learning Standards to Waterford.org's digital activities and supporting resources.

Waterford Digital Resources

Waterford programs include engaging, evidence-based digital activities anchored in the science of learning that progress through an adaptive learning path in reading, math, and science. These activities are also available for collaborative instruction at [→teacher.waterford.org](https://teacher.waterford.org).

- **Classroom Playlists** enable teachers to harness learning technologies in whole-class instruction, flexible small groups, and personalized support for individual students.

Waterford Resources

Waterford provides an engaging, diverse collection of PDF resources tailored to boost children's learning experiences, empowering instruction in both classroom and home settings.

- **Teacher Resources** encompass class activities, reference materials, teacher guides, an array of books, and more.
- **Family Resources** encompass newsletters, activity sets, and reference materials, all available in both English and Spanish.

Waterford Curriculum Details

Waterford programs leverage the science of learning and evidence-based research to optimize reading development, accelerate learning, and target interventions for PreK–2nd grade learners.

Adaptive, Individualized Learning

Tailored instruction enables students to progress through the sequence at their own pace, offering multiple opportunities for practice as needed and more challenging activities when students are ready. This adaptation is automatic within the learning sequence. More information on the adaptive learning sequence can be found in [→Waterford's Adaptive Learning Path in Action](#) video.

Data-Informed Instruction

Administrators and teachers can use the program's reporting features to monitor progress in real-time, identify areas of difficulty, and utilize additional intervention tools in varied instructional settings. Examples of the reporting features can be found [→here](#).

Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

Reading Sequence

Waterford's Reading Sequence is aligned to the Science of Reading, with explicit and systematic instruction. The sequence develops phonics; phonological awareness; comprehension and vocabulary; language concepts and writing; and fluency. More detailed information can be found in the [→Reading Skills Scope & Sequence](#).

Math and Science Sequence

Waterford's Math and Science Sequence is designed around clear instructional principles. The math sequence develops numbers and operations (including counting and cardinality); operations and algebraic thinking; measurement and data; and geometry. The science sequence develops an understanding of physical, life, earth and space domains. More detailed information can be found in the [→Math and Science Scope & Sequence](#).

SmartStart Sequence

Waterford's SmartStart Sequence is designed so learners are exposed to the foundational principles critical to kindergarten readiness. SmartStart combines the digital learning path with teacher resources to teach early reading, math, science, and social studies concepts as well as executive function, creative arts, health, and physical development. More detailed information can be found in the [→SmartStart Scope & Sequence](#).

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South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Approaches to Play and Learning		
Curiosity, Information-Seeking, and Eagerness		
Goal APL-1: Children show curiosity and express interest in the world around them.		
Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1m	• Books: My Reptile Hospital; David Next Door; I Want to Be a Scientist Like: Jane Goodall; Wilbur and Orville Wright; George Washington Carver • Science Investigation • Science Observation: From Egg to Chick	• Waterford Upstart Activity Book, Pg. 64
Discover things that interest and amaze them and seek to share them with others. APL-1n	• Books: I Want to Be a Scientist Like: Jane Goodall; Wilbur and Orville Wright; George Washington Carver • Science Investigation	• Family Math & Science Activities
Show interest in a growing range of topics, ideas, and tasks. APL-1o	• Books: I Want to Be a Scientist Like: Jane Goodall; Wilbur and Orville Wright; George Washington Carver • Science Investigation • Magnets	• Role Play • What Would You Do? • Find the Ball
Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p	• Books: Movin' to the Music Time; Inventions All Around; My Super Sticky Sandwich • Name Game • Pretend Play	• Hi! Notes • Problem Solving Pictures • Consequence Cards
Goal APL-2: Children actively seek to understand the world around them.		
Ask questions to find out more about the things that interest them, including questions about future events. APL-2l	• Books: What Will Sara Be?; What's In the Egg?; What Is a Cloud?; I Can't Wait; Who Is at the Door? • Science Investigation • Science Observation: From Egg to Chick	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal APL-2: Children actively seek to understand the world around them <i>continued</i>.		
Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new). APL-2m	- Songs: I Am Part of All I See - Science Investigation - Science Tools	Family Math & Science Activities
Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n	- Making Connections - Build Knowledge	Family Mindset Activities
Play and Imagination		
Goal APL-3: Children engage in increasingly complex play.		
Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r	- Clubhouse - Marmot's Basket - Pretend Play	
Use more complex and varied language to share ideas and influence others during play. APL-3s	Families are provided information about social-emotional learning online at upstart.waterford.org in Resources and Activities, as well as in the Waterford Upstart Activity Book.	
Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t	Pretend Play	Role Play
Demonstrate their cultural values and "rules" through play (tell another child, "That's not what we eat for breakfast."). APL-3u	Pretend Play	Role Play

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.		
Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l	Pretend Play	Role Play
Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m	- Pretend Play - Clubhouse - Baby's Berries - The Picnic - Dinner Time	- Role Play - What Would You Do? - Clean Up Together - Garbage Elves
Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative	
Make up stories, songs, or dances for fun during play. APL-4o	- Pretend Play - Baby's Ballet - Mama's Melody	
Invent new games. APL-4p	- Pretend Play - Clubhouse	Guess My Rule
Risk Taking, Problem Solving, and Flexibility		
Goal APL-5: Children are willing to try new and challenging experiences.		
Express a belief that they can do things that are hard. APL-5o	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	Family Mindset Activities
Approach new experiences independently. APL-5p	- Books: My Super Sticky Sandwich - Perfect Present	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal APL-5: Children are willing to try new and challenging experiences <i>continued</i>.		
Ask to participate in new experiences that they have observed or heard about. APL-5q	Find Me!	
Independently seek new challenges. APL-5r	- Perfect Present - Squirrel's Sketches	
Goal APL-6: Children use a variety of strategies to solve problems.		
Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6n	- Books: Milton's Mittens - Lost and Found - Marmot's Basket	
Describe the steps they will use to solve a problem. APL-6o	- Songs: Problem Solving - Books: Milton's Mittens	- Role Play - Waiting Game
Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p	- Songs: Problem Solving - Books: Milton's Mittens	- Role Play - Waiting Game
Explain how they solved a problem to another person. APL-6q	- Books: Milton's Mittens; Inventions All Around - Act Out Addition - Act Out Subtraction	
Attentiveness, Effort, and Persistence		
Goal APL-7: Children demonstrate initiative.		
Show increasing independence and purpose when making choices ("I'm going to the block area to make a track for my race car."). APL-7k	- Squirrel's Sketches - Perfect Present - Marmot's Basket - Clubhouse	Waterford Upstart Activity Book, Pg. 64

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal APL-7: Children demonstrate initiative <i>continued</i>.		
Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7l	• Perfect Present • Party Time	
Set simple goals that extend over time, make plans and follow through ("Let's make a rocket ship. We need blocks."). APL.7m	• Squirrel's Sketches • Perfect Present	• Family Mindset Activities
Goal APL-8: Children maintain attentiveness and focus.		
Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape). APL-8k	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	• Family Mindset Activities
Consistently remain engaged in self-directed activities. APL-8l	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest.	
Shift attention back to a task after having been diverted from it. APL.8m	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.	• Family Mindset Activities • Waterford Upstart Activity Book, Pg. 71
Goal APL-9: Children persist at challenging activities.		
Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal APL-9: Children persist at challenging activities <i>continued</i>.		
When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i	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.	• Family Mindset Activities
Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j	• Science Observation: From Egg to Chick • Plant Experiment	• Family Mindset Activities
Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	• Family Mindset Activities
EMOTIONAL AND SOCIAL DEVELOPMENT		
Developing a Sense of Self		
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.		
Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall."). ESD-1o	• Books: Mine; José Three; Grandpa's Great Athlete	
Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p	• Clubhouse • Come Inside • My Family	
Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q	Consistent review and practice throughout the Waterford sequence builds student awareness of, and confidence in, the skills they are learning.	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.		
Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n	• Books: Mine; José Three; Ooey, Gooley Mud; My Reptile Hospital • Perfect Present • Squirrel's Sketches • Come Inside • My Family	
Express the belief that they can do many things. ESD-2o	• Clubhouse • Marmot's Basket • Soup's On! • Squirrel Sketches • Pretend Play	
Stick with tasks even when they are challenging. ESD-2p	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	
Express opinions about their abilities in different areas ("I'm a good friend." "I can run fast." "I know all my letters!"). ESD-2q	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.	
Developing a Sense of Self with Others		
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.		
Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3t	• Lost and Found • Squirrel's Blocks • Lost Dinosaur • Find Me! • It's Not Fair! • Do I Have To?	• Lots of Feelings • Guess How I'm Feeling • Emotion Cards • Panda and Tornado • Trusted Adults

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs <i>continued</i>.		
Form positive relationships with new teachers or caregivers over time. ESD-3u	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.	
Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3v	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.	
Goal ESD-4: Children form relationships and interact positively with other children.		
Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). ESD-4p	• Clubhouse • Marmot's Basket • Pretend Play • Party Time!	• Role Play • What Would You Do?
Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
Seek and give support to children they identify as friends. ESD-4r	• Boo Hoo Baby • Marmot's Basket • Musical Mayhem	
Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal ESD-4: Children form relationships and interact positively with other children <i>continued</i>.		
Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.		
Follow social rules, transitions, and routines that have been explained to them. ESD-5r	• Party Time • Soup's On!	• Good Playing Rules • Teaching Children Manners
Make requests clearly and effectively most of the time. ESD-5s	• Find Me! • Lost and Found	
Balance their own needs with those of others in the group. ESD-5t	• It's Not Fair! • Do I Have To?	• Relationship Skills
Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5u	• The Picnic • Dinner Time • Broken Lamp	• What Would You Do? _ • Role Play
Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5v	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
Express respect and caring for all people, including people with disabilities. ESD-5w	• Books: Seeing Fingers; In the Rain; Noise? What Noise?; David Next Door • Boo Hoo Baby • Musical Mayhem	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups <i>continued</i>.		
Recognize and honor cultural differences. ESD-5x	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	
Learning About Feelings		
Goal ESD-6: Children identify, manage, and express their feelings.		
Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o	• Books: Thump, Bump!; The Noise in the Night • Do I Have To? • It's Not Fair! • Lost and Found • My Family • Soup's On! • Broken Lamp • Baby's Ball	• Emotion Cards • Guess How I'm Feeling • Panda and Tornado
Independently manage and express feelings effectively most of the time. ESD-6p	Social-emotional video series "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."	
Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). ESD-6q	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal ESD-6: Children identify, manage, and express their feelings <i>continued</i>.		
Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did."). ESD-6r	• It's Not Fair! • Do I Have To? • Soup's On • Lost and Found • Noisy Children • Papa's Thumb • Lost Keys	• Lots of Feelings • Guess How I'm Feeling
Use problem-solving strategies when feeling angry or frustrated. ESD-6s	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• Problem Solving Pictures • Consequence Cards • Lots of Feelings • Guess How I'm Feeling
Goal ESD-7: Children recognize and respond to the needs and feelings of others.		
Communicate understanding and empathy for others' feelings. ESD-7n	• Boo Hoo Baby • Musical Mayhem • Baby's Ball • Papa's Thumb	• Lots of Feelings • Guess How I'm Feeling
Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o	• It's Not Fair! • Do I Have To? • Musical Mayhem • Baby's Ball	• Lots of Feelings • Guess How I'm Feeling
Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (complement each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
HEALTH AND PHYSICAL DEVELOPMENT		
Physical Health and Growth		
Goal HPD-1: Children develop healthy eating habits.		
Try new foods. HPD-1s	• Songs: Health • Healthy Food	• My Healthy Plate • Food Pictures (Healthy Eating)
Feed themselves independently with utensils. HPD-1t	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	
Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u	• Songs: Health • Healthy Food	• My Healthy Plate • Food Pictures (Healthy Eating)
Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v	• Songs: Health • Healthy Food	• My Healthy Plate • Food Pictures (Healthy Eating)
Name foods and beverages that help to build healthy bodies. HPD-1w	• Songs: Health • Healthy Food	• My Healthy Plate • Food Pictures (Healthy Eating)
Goal HPD-2: Children engage in and sustain various forms of physical play indoors and out.		
Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. HPD-2o	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.	
Communicate ways physical activity keeps us healthy and makes us feel good. HPD-2p	• Songs: Health • Books: We All Exercise • Exercise and Rest	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal HPD-2: Children engage in and sustain various forms of physical play indoors and out <i>continued</i>.		
Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.	• Yoga Booklet
Transition independently from active to quiet activities most of the time. HPD-2r	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.	• Listening Rug Rules
Goal HPD-3: Children develop healthy sleeping habits.		
Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k	• Songs: Health • Exercise and Rest	
Independently start and participate in sleep routines most of the time. HPD-3l	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book	
Motor Development		
Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.		
Coordinate movement of upper and lower body. HPD-4p	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.	• Yoga Booklet
Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.	• Yoga Booklet

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment <i>continued</i>.		
Move quickly through the environment and be able to stop (run fast, pedal fast). HPD-4r	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.	
Show awareness of own body in relation to other people and objects while moving through space. HPD-4s	Exercise and Rest	Personal Space Circle
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.		
Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.	
Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.	
Self-Care		
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.		
Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences	Waterford Upstart Activity Book, Pg. 64

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs <i>continued</i>.		
Consistently use strategies to calm themselves when needed. HPD-6j	Social-emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to "Stop, Think, and Choose."	• Guess How I'm Feeling
Goal HPD-7: Children develop independence in caring for themselves and their environment.		
Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7q	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.	
Dress and undress themselves independently. HPD-7r	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.	
Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7s	• Songs: Pollution Rap • Pollution and Recycling	• Clean Up Together • Garbage Elves
Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7t	• Songs: Health • Books: The Germs; We All Exercise • Exercise and Rest • Healthy Food • Avoid Germs and Prevent Illness	• My Healthy Plate • Food Pictures (Healthy Eating)
Safety Awareness		
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.		
Avoid potentially dangerous behaviors. HPD-8m	• Songs: Sun Blues • Books: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety	• Emergency Preparedness for Kids • Fire Safety for Kids

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them <i>continued</i>.		
Consistently recognize and avoid objects, substances, and activities within the environment that might cause harm. HPD-8n	• Songs: Sun Blues • Books: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety	• Emergency Preparedness for Kids • Fire Safety for Kids
Independently follow established safety rules. HPD-8o	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.	
Identify people who can help them in the community (police, firefighter, nurse). HPD-8p	• Books: Play Ball	• Fire Safety for Kids • Community Helpers • Trusted Adults
LANGUAGE DEVELOPMENT AND COMMUNICATION		
Learning to Communicate		
Goal LDC-1: Children understand communications from others.		
Show understanding of increasingly complex sentences. LDC-1n	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules as they develop ideas and communicate in complete sentences.	
Respond to requests for information or action. LDC-1o	• Do I Have To? • Soup's On!	
Follow more detailed multistep directions. LDC-1p	Children interacting with Waterford activities 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.	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-2: Children participate in conversations with peers and adults.		
Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l	• Books: Seeing Fingers; Noise, What Noise? • It's Not Fair • Lost and Found • Boo Hoo Baby	
Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m	Social-emotional videos model multiple back and forth conversations, initiated and responded to by different characters.	
Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n	Social-emotional videos model multiple back and forth conversations, initiated and responded to by different characters.	
Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they ask and answer questions.	
Show an appreciation for and can use humor appropriately. LDC-2p	• Books: Rocks in My Socks; Marty's Mixed-up Mom; What If You Were An Octopus? • Where's Papa?	
Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Answer more complex questions with an explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me."). LDC-3f	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they ask and answer questions.	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood <i>continued</i>.		
Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g	• Songs: I Am Part of All I See; Conservation • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Build Knowledge	
Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly.		
Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k	• Lost and Found • Find Me! • It's Not Fair • Do I Have To? • Squirrel's Blocks • Lost Dinosaur • Perfect Present	• Lots of Feelings • Guess How I'm Feeling • Emotion Cards
Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l	• Books: The Alligator in the Library; I Met a Monster; David Next Door; Wendel Wandered	
Speak clearly enough to be understood by most people. LDC-4m	Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly.	
State point of view, likes and dislikes. LDC-4n	• Books: I Hate Peas; Ooey, Gooley Mud • It's Not Fair! • Do I Have To? • Perfect Present • Soup's On!	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly <i>continued</i>.		
Relays messages accurately. LDC-4o	- Books: Wendel Wandered; The Alligator in the Library; - I Hate Peas; Ooey, Gooey Mud	
Express ideas in more than one way. LDC-4p	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.	
Goal LDC-5: Children describe familiar people, places, things, and events.		
Describe experiences and create and/or retell longer narratives. LDC-5f	- Books: I Hate Peas; Ooey, Gooey Mud; Rocks in My Socks; Bandage Bandit - Making Connections - Build Knowledge	
Goal LDC-6: Children use most grammatical constructions of their home language well.		
Speak in full sentences that are grammatically correct most of the time. LDC-6i	- Song: What Is a Sentence? - Sentences	
Goal LDC-7: Children respond to and use a growing vocabulary.		
Repeat familiar songs, chants, or rhymes. LDC-7p	Sing a Rhyme Songs/Books (See titles at end of document.)	
Use a growing vocabulary that includes many different kinds of words to express ideas clearly. LDC-7q	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-7: Children respond to and use a growing vocabulary <i>continued</i>.		
Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7r	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.	
Distinguishes between real and made up words. LDC-7s	Distinguish Between Fantasy and Reality	
Foundations for Reading		
Goal LDC-8: Children develop interest in books and motivation to read.		
Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	
Use and share books and print in their play. LDC-8n	- Read with Me Books - Sing a Rhyme Songs/Books - Informational Books - Early Readable Books (See titles at end of document.)	
Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o	- Read with Me Books - Informational Books - Sing a Rhyme Songs/Books (See titles at end of document.)	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-9: Children develop book knowledge and print awareness.		
Hold a book upright while turning pages one by one from front to back. LDC-9k	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	
Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, "Those words tell the story." or reading familiar signs in the environment). LDC-9l	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Early Readable Books (See titles at end of document.) • Print Concepts • Words In Your World	
Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-9m	• Words In Your World • Print Concepts	
With prompting and support, run their finger under or over print as they pretend to read text. LDC-9n	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	
Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o	• Print Concepts • Letters Make Words • Letters Introduction	
Identify their name and the names of some friends when they see them in print. LDC-9p	• Name Game	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-10: Children comprehend and use information presented in books and other print media.		
Imitate the special language in story-books and story dialogue with accuracy and detail. LDC-10o	• Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)	
Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-10p	• Build Knowledge • Informational Books (See titles at end of document.) • Words Tell About the Pictures • Science Investigation	
Use knowledge of the world to make sense of more challenging texts. LDC-10q	• Making Connections • Build Knowledge	
Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r	• Making Connections • Build Knowledge	
Ask more focused and detailed questions about a story or the information in a book. LDC-10s	• Books: What Is a Cloud?; What Is in the Egg? • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Ask a Question • Find an Answer • Build knowledge	
Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t	• Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Peek at the Story • Find an Answer • What Comes Next?	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-10: Children comprehend and use information presented in books and other print media <i>continued</i>.		
Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u	• Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Find an Answer • First, Next, Last	
Goal LDC-11: Children develop phonological awareness.		
Distinguish between similar sounding words (e.g., tree and three). LDC-11j	• Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words • Rhyme With Me	
Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations. LDC-11k	• Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Song • Rhyme • Rhyme With Me • Rhyme Match • Finish the Picture • One Doesn't Rhyme	
Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11l	• Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Song • Rhyme • Rhyme Match • Finish the Picture	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-11: Children develop phonological awareness <i>continued</i>.		
Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11m	• Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Rhyming Words • Finish the Picture • One Doesn't Rhyme • Initial Sound • Right Initial Sound	
Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-n	• Read with Me Books (See titles at end of document.) • Initial Sound • Right Initial Sound • Choose a Sound	
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.		
Demonstrate an interest in learning the alphabet. LDC-12e	• ABC Song • Letters Introduction • Letter Pictures • Letter Checker • Find the Letter • Name That Letter	
Show they know that letters function to represent sounds in spoken words. LDC-12f	• Sound Song • Letter Sound • Name That Letter Sound • Letters Make Words	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle <i>continued.</i>		
Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g	• ABC Song • Letter Pictures • Name That Letter • Hidden Letters • Name Game	
Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, "A-a-apple."). LDC-12h	• Sound Song • Letter Sound • Letter Sound Screening • Name That Letter Sound • Sound Room	
Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i	• Sound Song • Name That Letter Sound • Letter Sound • Letter Sound Screening • Initial Sound • Choose a Sound	
Foundations for Writing		
Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.		
Represent thoughts and ideas in drawings and by writing letters or letter- like forms. LDC-13f	• Dots, Lines, and Circles • Letter Pictures • Letter Trace	
Incorporate representations of signs, logos or others commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes <i>continued</i>.		
Communicate their thoughts for an adult to write. LDC-13h	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.	
Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13i	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational and opinion). LDC-13j	• Print Concepts	
Goal LDC-14: Children use knowledge of letters in their attempts to write.		
Use known letters and approximations of letters to write their own name and some familiar words. LC-14d	• Name Game • Letter Trace	
Try to connect the sounds in a spoken word with letters in the written word (write "M" and say, "This is Mommy."). LC-14e	• Sound Song • Letter Sound • Letter Trace • Letter Sound Screening • Sound Room	
Goal LDC-15: Children use writing skills and conventions.		
Use a variety of writing tools and materials with increasing precision. LC-15i	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-15: Children use writing skills and conventions <i>continued</i>.		
Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of "words"). LC-15j	• Dots, Lines, and Circles • Letter Trace	
Use some conventional letters in their writing. LC-15k	• Letter Trace	
MATHEMATICAL THINKING AND EXPRESSION		
Foundations for Number Sense		
Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.		
Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as "more than" and "less than" to describe the sets of objects. MTE-1q	• Songs: Greater Than, Less Than; More Than, Fewer Than • Books: For the Birds • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than	
Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. MTE-1r	• Songs: Greater Than, Less Than; More Than, Fewer Than • Books: For the Birds • More Than, Fewer Than • More Than • Fewer Than • Greater Than, Less Than • Make and Count Groups	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities <i>continued</i>.		
Rote count to 20 with increasing accuracy. MTE-1s	- Counting Songs (See titles at end of document.) - Number Counting - Number Instruction - Bug Bits	
Count up to 10 objects in a variety of ways (for example, left to right, right to left, in stacks, etc.) MTE-1t	- Counting Songs (See titles at end of document.) - Number Counting - Number Instruction - Make and Count Groups	
Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many are there?" MTE-1u	- Counting Songs (See titles at end of document.) - Number Instruction - One-to-one Correspondence - Make and Count Groups - Match Numbers	
Recognize numerals up to 10 and attempt to write them number-like forms during play and daily activities. MTE-1v	- Math Books - Number Songs (See titles at end of document.) - Number Instruction	Read and Write Numbers
Match numerals 1-10 to sets of objects, with guidance and support. MTE-1w	- Number Instruction - Make and Count Groups - Match Numbers	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities <i>continued</i>.		
Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils) MTE-1x	• Make and Count Groups • Add Groups	
Given a number 0-5, count out that many objects. MTE-1y	• Counting Songs (See titles at end of document.) • Number Instruction • Make and Count Groups • Match Numbers • One-to-one Correspondence	
State the number of objects in a small collection (1-5) without counting (when a friend holds up two fingers, look at her hand and say, "Two fingers" without counting) MTE-1z	• Match Numbers • Moving Target (Dots)	
Tell what number comes next or what number came before another number when counting 1-5. MTE-1aa	• Songs: Counting On; Counting Backward • Number Line • Count On • Count Down • Dot to Dot	
Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, "The engine is first, and the caboose is last" when making a train). MTE-1ab	• Songs: Monster Trucks • First, Next, Last • First, Middle, Last	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.		
Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). MTE-2d	- Counting Songs (See titles at end of document.) - Number Counting - One-to-One Correspondence - Make and Count Groups - Count On	
Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 objects can be combined to make 5 objects). MTE-2e	- Make and Count Groups - Add Groups - Subtract Groups - Act Out Addition - Act Out Subtraction	
Foundations for Algebraic Thinking		
Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.		
Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute). MTE-3h	- Songs: All Sorts of Laundry - Books: Buttons, Buttons - Sort - Order Size	
Describe, duplicate and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). MTE-3i	- Songs: Train Station Patterns - Patterns - Pattern AB	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities <i>continued</i>.		
Show beginning abilities to create simple repeating patterns. MTE-3j	• Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC	
Foundations for Geometry and Spatial Understanding		
Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities.		
Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. MTE-4l	• Songs: Position Cat; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • First, Next, and Last	
Use 2- and 3-dimensional shapes to represent real world objects (say, "We are building a castle and we need a round block for the tunnel." "I glued a circle and a square on my picture to make a house."). MTE-4m	• Songs: Marmot Shapes; Shapes, Shapes, Shapes; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities <i>continued</i>.		
Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. MTE-4n	• Songs: Marmot Shapes; Shapes, Shapes, Shapes; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon	
Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round."). MTE-4o	• Songs: Shapes, Shapes, Shapes; Kites; Marmot Shapes • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon	
Foundations of Measurement and Data Analysis		
Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.		
Use descriptive language for size, length, or weight (short, tall, long, heavy, big). MTE-5k	• Songs: Savanna Size; Large, Larger, Largest • Make Comparisons • Length • Heavy and Light • Tall and Short • Big and Little	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities <i>continued</i>.		
Directly compare more than two objects by size, length, or weight ("That rock is heavier than these others: I can't lift it." Look at three strings that are different lengths and select the longest string). MTE-5l	• Songs: Savanna Size; Large, Larger, Largest • Make Comparisons • Order Size • Length • Heavy and Light • Tall and Short • Big and Little	
Put a few objects in order by size, length, or weight (arrange a group of 3 blocks in order from the shortest to the longest). MTE-5m	• Songs: Large, Larger, Largest • Order Size	• Sorting
Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5n	• Science Tools • Measurement Tools • Length • Weight • Capacity	
Describe the weather as hot or cold. (Continue to engage in explorations with temperature.) MTE-5o	• Weather • Calendar/Graph Weather • Winter • Summer	
Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.) MTE-5p	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Mathematical Thinking and Reasoning		
Goal MTE-6: Children use mathematical thinking to solve problems in their everyday environment.		
Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®). MTE-6d	• Songs: Problem Solving • Books: Milton's Mittens • Patterns	• Patterns • Problem Solving
Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). MTE-6e	• Books: Milton's Mittens	• Patterns • Problem Solving
Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower so I knew to put a blue one next." "I counted four friends who didn't have crackers, so I got four more."). MTE-6f	• Books: Milton's Mittens • Patterns • Count On • Act Out Addition	
Identify and describe strategies used to complete increasingly difficult puzzles (for example, when completing a floor puzzle, working on the edges first). MTE-6g	• Puzzle Game	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
COGNITIVE DEVELOPMENT		
Construction of Knowledge: Thinking and Reasoning		
Goal CD-1: Children use their senses to construct knowledge about the world around them.		
Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1l	• Science Investigation • Science Tools • Measurement Tools • Weight • Capacity • Length	
Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1m	• Songs: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Heavy and Light • Tall and Short • Big and Little	
Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1n	• Pretend Play • Distinguish Between Fantasy and Reality	
Organize and use information through matching, grouping, and sequencing. CD-1o	• Songs: All Sorts of Laundry • Books: Buttons, Buttons • Make Comparisons • Match • Sort	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-2: Children recall information and use it for new situations and problems.		
Demonstrate their ability to apply what they know about everyday experiences. CD-2u	• Making Connections • Build Knowledge • Step Into the Story	
Describe past events in an organized way, including details or personal reactions. CD-2v	• Sum Up: Five Ws • Sum Up: Remember Order • Making Connections • First, Next, Last	
Improve their ability to make predictions and explain why things happen using what they know. CD-2w	• Songs: The Scientific Method • Peek at the Story • Find an Answer • Science Investigation	
Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x	• Build Knowledge • Pretend Play	
Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y	• Songs: Five Senses; The Scientific Method • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Touch • Smell • Taste • Science Investigation • Science Observation: From Egg to Chick	
Speculate and imagine what might happen next. CD-2z	• Peek at the Story	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.		
Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3j	- Distinguish Between Fantasy and Reality - Pretend Play	
Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't."). CD-3k	- Books: I Hate Peas; Ooey, Gooney Mud; Bad News Shoes - It's Not Fair! - Do I Have To?	
Use language to describe their thinking processes with adult support. CD-3l	- Books: Milton's Mittens - Lost and Found - It's Not Fair!	Problem-Solving
Work on a project over several days, solving problems and making their work more elaborate. CD-3m	- Science Observation: From Egg to Chick - Calendar/Graph Weather	
Creative Expression		
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.		
Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4i	- Squirrel's Sketches - Baby's Ballet - Mama's Melody - Papa's Play	Hi! Notes
Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j	- Squirrel's Sketches - Baby's Ballet - Mama's Melody - Papa's Play	Hi! Notes

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression <i>continued</i>.		
Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, "We need a stage for our puppet show."). CD-4k	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.	
Recognize the value of artistic expression and the role the arts play in people's lives. CD-4l	• Squirrel's Sketches • Baby's Ballet • Mama's Melody • Papa's Play	
Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.		
Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r	• Squirrel's Sketches • Baby's Ballet • Mama's Melody • Papa's Play	• Hi! Notes
Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s	• Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Papa's Play • Pretend Play	• Hi! Notes • Role Play • What Would You Do?
Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u	• Sing a Rhyme Songs/Books (See titles at end of document.) • Baby's Ballet • Mama's Melody	• Hi! Notes

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance <i>continued</i>.		
Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v	• Sing a Rhyme Songs/Books (See titles at end of document.) • Baby's Ballet • Mama's Melody	• Hi! Notes
Social Connections		
Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.		
Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k	• Books: Mine; José Three • My Family • Come Inside	• Community Helpers • Trusted Adults
Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l	• Pretend Play • Papa's Play	• Community Helpers • Trusted Adults • Role Play
Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m	• Pretend Play	• Community Helpers • Trusted Adults • Role Play
Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).		
Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e	• My Family • Come Inside • Clubhouse • Soup's On • The Picnic	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.		
Show acceptance of people who are different from themselves as well as people who are similar. CD-8f	Books: Seeing Fingers; In the Rain; Noise? What Noise?; David Next Door; Moving Day	
Talk about how other children have different family members and family structures than their own ("I live with my Grandma and Shanika lives with her Mom and Dad." "David's dad works but my Daddy stays home and takes care of me."). CD-8g	- Books: Moving Day; The Crowded House; Treasures from the Loom - My Family	
Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h	Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.	
Goal CD-9: Children explore concepts connected with their daily experiences in their community.		
Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). CD-9f	- Songs: I Am Part of All I See - Books: Your Backyard; Where in the World Would You Go Today?	Exploring Your Home City with Your Children
Observe and talk about changes in themselves and their families over time. CD-9g	Books: I Can't Wait	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-9: Children explore concepts connected with their daily experiences in their community <i>continued</i>.		
Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear). CD-9h	• Songs: Seasons; Precipitation; Sun Blues • Books: That's What I Like: A Book About Seasons; Whatever the Weather • Summer • Spring • Fall • Winter • Clouds • Weather	
Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.	
Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	
Scientific Exploration and Knowledge		
Goal CD-10: Children observe and describe characteristics of living things and the physical world.		
Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-10k	• Songs: All Sorts of Laundry • Books: Buttons, Buttons • Sort • Simple Shapes • Rocks • Plants • Insects • Touch	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-10: Children observe and describe characteristics of living things and the physical world <i>continued</i>.		
Notice and react to the natural world and the outdoor environment. CD-10l	• Songs: I Am Part of All I See; Seasons; Four Ecosystems • Books: That's What I Like: A Book About Seasons; Where In the World Would You Go Today? • Rainforests • Mountains • Oceans • Desert • Spring • Summer • Fall • Winter	
Describe some things plants and animals need to live and grow (sunlight, water, food). CD-10m	• Songs: Plants Are Growing; Water; Sun Blues • Books: Everyone Needs to Eat • Water • Food From Plants • Healthy Plants' Needs • Animals Need Water • Plants and Animals Need Air	
Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-10n	• Books: My Reptile Hospital	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-10: Children observe and describe characteristics of living things and the physical world <i>continued</i>.		
Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-10o	• Songs: Seasons; The Moon; Precipitation • Books: That's What I Like: A Book About Seasons; Star Pictures; Moon Song • Sun • Moon • Constellations • Spring • Summer • Fall • Winter • Weather • Clouds	
Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-10p	• Songs: Water Cycle; Matter; Precipitation • Books: My Snowman; Pancakes Matter; Warm Soup for Dedushka • States of Water • Sun • Water Cycle	
Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-10q	• Songs: Pollution Rap; Conservation • Books: Eight at the Lake; I Want to Be a Scientist Like Jane Goodall • Pollution and Recycling • Care of Water • Care of Earth	
Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.		
Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-11n	• Science Investigation • Science Observation: From Egg to Chick	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations <i>continued</i>.		
Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-11o	• Songs: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; George Washington Carver; Wilbur and Orville Wright • Science Investigation • Science Observation: From Egg to Chick	
Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-11p	• Songs: Five Senses • Sight • Touch • Hearing • Smell • Taste • Heavy and Light • Big and Little • Tall and Short	
Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-11q	• Science Tools • Measurement Tools • Length • Weight • Capacity	
Make and check predictions through observations and experimentation, with adult support and guidance. CD-11r	• Songs: The Scientific Method • Science Observation: From Egg to Chick • Experiment:	

South Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations <i>continued</i>.		
Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-11s	• Create Your Own Environment • Environment • Mammals • Worms • Precipitation • Spiders • Birds • Winter • Plants • Insects • Reptiles • Water • Fish • Amphibians	
Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. CD-11t	• Songs: The Scientific Method • Science Investigation • Science Observation: From Egg to Chick	
Analyze the result of an attempted solution and use new information to solve a problem (e.g. after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float). CD-11u	• Songs: The Scientific Method • Science Investigation	

Pre-Math and 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 / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 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

Marching Band Counting / Flower Counting / Country 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 Fish to Catch / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 19 On the Beach / 20 Fingers and Toes

Basic Math and Science

Math and Science Books

One More Cat / Can You Guess? A Story for Two Voices / 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 / Navajo Beads / Where in the World Would You Go Today? / I Want to Be a Scientist Like Wilbur and Orville Wright

Fluent Math and Science

Math and 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 X1 / 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



Support

Professional Services offers a continuum of customizable services. [Learn more here.](#)

Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

Family Engagement Resources

Spanish Family Engagement Resources

All Waterford books and many of the resources available to families at [→family.waterford.org](https://family.waterford.org) can be found in Spanish or with Spanish support.

Songs

Beginning Math Songs

Odd Todd and Even Steven / Salsa Counting / On the Bayou—Addition / Subtract Those Cars / More Than, Fewer Than / A Nice Addition / Marching Band Counting / Doubles 1–5 / Multiply by 0

Nursery Songs and Rhymes

Rhyming Words / A: The Apple Tree / B: Bluebird, Bluebird / C: Pat-a-Cake / D: Hey Diddle, Diddle / E: One Elephant Went Out to Play / F: The Farmer in the Dell / G: Ten Little Goldfish / H: All the Pretty Little Horses / I: Mother, Mother, I Am Ill / J: Jack and Jill / K: Three Little Kittens / L: Mary Had a Little Lamb / M: Little Miss Muffett / N: I Touch My Nose Like This / O: Polly, Put the Kettle On / P: This Little Pig / Q: Quack, Quack, Quack / R: Little Rabbit / S: Eensy, Weensy Spider / U: The Bus / V: My Valentine / W: Wee Willie Winkie / X: A-hunting We Will Go / Y: Yankee Doodle

Beginning Reading Songs

Comma, Comma, Comma / Homophone Monkey / Antonym Ant / Apples and Bananas / Old MacDonald's Vowels / ABC Show and Tell Sounds / ABC Tongue Twisters / ABC Picture Sounds / Sheep in the Shadows / C-K Rap / S Steals the Z / Blends / Blicky Licky Land / Apostrophe Pig / Capital Letters—Days / Charley Chick / Adjectives Describe / Lazy Letter Q / Nouns / Verbs / Adverbs / Irregular Verbs

/ Preposition Cat / Verbs that Link / Consonants / Pronouns, Sneaky Magic E / Silent Letters—G-H / Silent Letters—W / Drop Magic E / Bossy Mr. R / P-H and G-H Say Fff / Schwa Sound / Double the Fun / Strange Spelling / More Than One / Reading Detective—Peek at the Story

Many of these songs are available on the [→Waterford.org](https://waterford.org) [YouTube channel](#).

Weekly Homelink Newsletters

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

Math Homelink Newsletters

Match, Position, Shapes, Counting, Patterns Sort, Size, Number Sense (1–10), Order (1–10), Count On, Measurement (length), Count Down, Addition (10), Numbers 11–15, Numbers 16–20

Science Homelink Newsletters

The World Around Us (5 senses), Living Things (living v. non-living), Plants, Vertebrates, Invertebrates, The Sky Above Us (sun, moon, stars), Our Earth (recycle, ecosystems), How it Works (push/pull, solid/liquid, magnets, materials)

Reading Homelink Newsletters

Alphabet Knowledge Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

Readiness Skills Letters

Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

Phonological Awareness Letters

What Is Rhyming?, Which Words Rhyme?, Sentences Are Made Up of Words, Making Compound Words, Breaking Compound Words, What Is a Syllable?, Put Syllables Together to Make Words, Break Words into Syllables, The First Sound in a Word, Words with the Same First Sound, Making Words from First Sounds and the Rest



Waterford Family

Waterford Family is a secure website where families can log in to see their child's usage and learning achievements. Waterford families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities. Waterford Family is available online and in the Waterford Family app (for iOS and Android).