



Alignment

January 2026

100%
Aligned

**Waterford
Upstart**

**North Carolina
Foundations For
Early Learning and
Development 2013**

This document provides a detailed alignment of **Waterford Early Learning** to **North Carolina Foundations For Early Learning and Development 2013**.

Alignment Description

This document aligns North Carolina Foundations For Early Learning and Development 2013 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.

- **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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North 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.		
Discover things that interest and amaze them and seek to share them with others. APL-1m	<ul style="list-style-type: none">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 CarverScience Investigation	<ul style="list-style-type: none">Role PlayWhat Would You Do?
Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1n	<ul style="list-style-type: none">Party TimeSquirrel's SketchesSoup's On!	
Show interest in a growing range of topics, ideas, and tasks. APL-1o	<ul style="list-style-type: none">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 CarverScience Investigation	<ul style="list-style-type: none">Role PlayWhat Would You Do?
Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p	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.	
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	<ul style="list-style-type: none">Books: I Want to Be a Scientist Like Jane GoodallScience Investigation	

North 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 past experience (use a magnifying glass that the class used before to explore something new). APL-2m	<ul style="list-style-type: none"> • Songs: I Am Part of All I See • Science Investigation • Science Tools 	
Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n	<ul style="list-style-type: none"> • Books: Whatever the Weather • Making Connections • Build Knowledge • Science Investigation 	
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	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • Pretend Play 	<ul style="list-style-type: none"> • Role Play
Use more complex and varied language to share ideas and influence others during play. APL-3s	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.	
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	<ul style="list-style-type: none"> • Pretend Play 	<ul style="list-style-type: none"> • Role Play

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness <i>continued.</i>		
Demonstrate their cultural values and "rules" through play (tells another child, "That's not what mommies do."). APL-3u	<ul style="list-style-type: none"> Sing Around the World Songs 	<ul style="list-style-type: none"> Role Play
Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4i	<ul style="list-style-type: none"> Pretend Play 	<ul style="list-style-type: none"> Role Play What Would You Do?
Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m		<ul style="list-style-type: none"> Role Play What Would You Do?
Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n		<ul style="list-style-type: none"> Role Play What Would You Do?
Make up stories, songs, or dances for fun during play. APL-4o		<ul style="list-style-type: none"> Role Play What Would You Do?

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.	
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North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal APL-5: Children are willing to try new and challenging experiences continued.		
Approach new experiences independently. APL-5p	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Role Play What Would You Do?
Ask to participate in new experiences that they have observed or heard about. APL-5q	<ul style="list-style-type: none"> 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 	
Independently seek new challenges. APL-5r	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.	
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	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
Describe the steps they will use to solve a problem. APL-6o	<ul style="list-style-type: none"> Songs: Problem Solving Books: Milton's Mittens Story Problem Strategies 	
Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
Explain how they solved a problem to another person. APL-6q	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
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-7j	Children interacting with Waterford are constantly listening to input and responding with appropriate choices, often to detailed multi-step instructions.	
Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7k	<ul style="list-style-type: none"> • Perfect Present 	
Set simple goals that extend over time, make plans and follow through ("Let's make a rocket ship. We need blocks."). APL-7l	Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> • Family Mindset Activities
Goal APL-8: Children maintain attentiveness and focus.		
Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape). APL-8k	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	
Consistently remain engaged in self-directed activities. APL-8l	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
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.	
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-9	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	
Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j	<ul style="list-style-type: none"> Science Observation: From Egg to Chick 	
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.	
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	<ul style="list-style-type: none"> Books: Mine 	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness <i>continued</i>.		
Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p	<ul style="list-style-type: none"> Sing Around the World Songs 	
Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q	<ul style="list-style-type: none"> Books: I Hate Peas; Ooey, Gooey Mud; Bad News Shoes; Movin' to the Music Time Clubhouse Squirrel's Sketches Soup's On! 	
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	<ul style="list-style-type: none"> Books: I Hate Peas; Ooey, Gooey Mud; Grandpa's Great Athlete Squirrel's Sketches Come Inside My Family 	
Express the belief that they can do many things. ESD-2o	<ul style="list-style-type: none"> Boo Hoo Baby Do I Have To? Musical Mayhem 	<ul style="list-style-type: none"> Family Mindset Activities
Stick with tasks even when they are challenging. ESD-2p	<p>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.</p>	
Express opinions about their abilities in different areas ("I'm a good friend." "I can run fast." "I know all my letters!"). ESD-2q	<ul style="list-style-type: none"> Books: I Hate Peas; Ooey, Gooey Mud; Bad News Shoes; Movin' to the Music Time Clubhouse Squirrel's Sketches Soup's On! 	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
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-3q	<ul style="list-style-type: none"> • Lost and Found • Find Me! • It's Not Fair! • Do I Have To? • Where's Papa? 	<ul style="list-style-type: none"> • Trusted Adults
Form positive relationships with new teachers or caregivers over time. ESD-3r		<ul style="list-style-type: none"> • Trusted Adults
Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3s	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	
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	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	
Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q	<ul style="list-style-type: none"> • Sing Around the World Songs 	
Seek and give support with children they identify as friends. ESD-4r	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal ESD-4: Children form relationships and interact positively with other children <i>continued</i>.		
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.	
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 as children learn to respect others' rights and property as well as their own.	
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-5q	<ul style="list-style-type: none"> • Soup's On! 	
Make requests clearly and effectively most of the time. ESD-5r	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
Balance their own needs with those of others in the group. ESD-5s	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> • Family Mindset Activities
Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5t		<ul style="list-style-type: none"> • Consequences Cards

North 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>.		
Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5u	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> Consequences Cards Family Mindset Activities
Express respect and caring for all people, including people with disabilities and those from different cultures. ESD-5v	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others.	
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	<ul style="list-style-type: none"> Boo Hoo Baby Do I Have To? It's Not Fair! Lost and Found Clubhouse Marmot's Basket Perfect Present My Family Soup's On! 	
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	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."	<ul style="list-style-type: none"> Lots of Feelings

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal ESD-6: Children identify, manage, and express their feelings continued.		
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	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."	<ul style="list-style-type: none"> • Lots of Feelings
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.	
Goal ESD-7: Children recognize and respond to the needs and feelings of others.		
Communicate understanding and empathy for others' feelings. ESD-7n	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby's Ball 	
Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o	<ul style="list-style-type: none"> • Broken Lamp 	<ul style="list-style-type: none"> • Consequences Cards
Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p		<ul style="list-style-type: none"> • Consequences Cards

North 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	<ul style="list-style-type: none"> • Songs: Health • Healthy Food 	
Feed themselves with utensils independently. HPD-1t	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 3-21 • Tripod Pencil Grip • Letter Writing Practice • Number Writing Practice
Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u	<ul style="list-style-type: none"> • Songs: Health • Healthy Food 	
Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v	<ul style="list-style-type: none"> • Songs: Health • Healthy Food 	<ul style="list-style-type: none"> • My Healthy Plate
Name foods and beverages that help to build healthy bodies. HPD-1w	<ul style="list-style-type: none"> • Songs: Health • Healthy Food 	<ul style="list-style-type: none"> • My Healthy Plate
Goal HPD-2: Children engage in active physical play indoors and outdoors.		
Develop strength and stamina by spending extended periods of time playing vigorously. HPD-2o	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Exercise and Rest • Yoga Booklet
Communicate ways exercise keeps us healthy and makes us feel good. HPD-2p	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise • Exercise and Rest 	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal HPD-2: Children engage in active physical play indoors and outdoors continued.		
Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Exercise and Rest • Yoga Booklet
Transition independently from active to quiet activities most of the time. HPD-2r	<ul style="list-style-type: none"> • Exercise and Rest 	
Goal HPD-3: Children develop healthy sleeping habits.		
Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k	<ul style="list-style-type: none"> • Songs: Health • Exercise and Rest 	
Independently start and participate in sleep routines most of the time. HPD-3l	<ul style="list-style-type: none"> • Exercise and Rest 	
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	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	<ul style="list-style-type: none"> • Yoga Booklet • Exercise • Move and Groove
Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q		<ul style="list-style-type: none"> • Exercise • Move and Groove
Move quickly through the environment and be able to stop (run fast, pedal fast). HPD-4r		<ul style="list-style-type: none"> • Exercise • Move and Groove

North 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>		
Show awareness of own body in relation to other people and objects while moving through space. HPD-4s	<ul style="list-style-type: none"> • Songs: Positioning • Top, Beside, and Bottom • Inside, Outside, Between 	
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	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	
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 helps develop 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 helps develop 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	<ul style="list-style-type: none"> • Where's Papa? • Find Me! • Lost and Found • Musical May 	<ul style="list-style-type: none"> • Trusted Adults
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."	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
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-7p	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	
Dress and undress themselves independently. HPD-7q	<ul style="list-style-type: none"> Books: Movin' to the Music Time Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Yoga Booklet
Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7r		<ul style="list-style-type: none"> Hand Washing Rebus ... Dental Chart ...
Eat with a fork. HPD-7s	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	
Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7t	<ul style="list-style-type: none"> Songs: Pollution Rap; Conservation Pollution and Recycling Care of Earth Care of Water 	
Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7u	<ul style="list-style-type: none"> Songs: Health Books: The Germs; We All Exercise Exercise and Rest Healthy Food 	
SAFETY AWARENESS		
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.		
Avoid potentially dangerous behaviors. HPD-8m	<ul style="list-style-type: none"> Songs: Sun Blues 	<ul style="list-style-type: none"> Emergency Preparedness for Kids Fire Safety Activity for Kids

North 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 people, objects, substances, activities, and environments that might cause harm. HPD-8n	<ul style="list-style-type: none"> • Songs: Sun Blues • Lightning Safety 	<ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activity for Kids
Independently follow basic safety rules. HPD-8o	<ul style="list-style-type: none"> • Songs: Sun Blues • Lightning Safety 	<ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activity for Kids
Identify people who can help them in the community (police, firefighter, nurse). HPD-8p		<ul style="list-style-type: none"> • Community Helpers
LANGUAGE DEVELOPMENT AND COMMUNICATION		
LEARNING TO COMMUNICATE		
Goal LDC-1: Children understand communications from others.		
Show understanding of increasingly complex sentences. LDC-1n	<ul style="list-style-type: none"> • Songs: What Is a Sentence? • Sentences 	
Respond to requests for information or action. LDC-1o	<ul style="list-style-type: none"> • Find An Answer • Science Investigation 	
Follow more detailed multi-step directions. LDC-1p	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 multi-step directions.	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.		
Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l		<ul style="list-style-type: none"> • Guess How I'm Feeling
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 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 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 back and forth conversations, initiated and responded to by different characters.	
Appreciate and use humor. LDC-2p	<ul style="list-style-type: none"> • Books: Rocks in My Socks; Frank's Pranks • 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 more 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 characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	

North 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	<ul style="list-style-type: none">Science Investigation	
Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.		
Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4j	<ul style="list-style-type: none">Lost and FoundFind Me!It's Not Fair!Do I Have To?Musical MayhemPerfect PresentCome InsideMy Family	<ul style="list-style-type: none">Guess How I'm Feeling
Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4k	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.	
Speak clearly enough to be understood by most people. LDC-4l	Waterford introduces letter sounds with instruction that demonstrates the positioning of lips and tongue to form the sound correctly and clearly.	
Goal LDC-5: Children describe familiar people, places, things, and events.		

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Describe experiences and create and/or retell longer narratives. LDC-5f	<ul style="list-style-type: none"> • Sing A Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Print Concepts • Making Connections 	<ul style="list-style-type: none"> • Reading Together Activities
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	<ul style="list-style-type: none"> • Songs: What Is a Sentence? • Sentences 	
Goal LDC-7: Children respond to and use a growing vocabulary.		
Repeat familiar songs, chants, or rhymes. LDC-7o	<ul style="list-style-type: none"> • 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-7p	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.	
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-7q	<ul style="list-style-type: none"> • Picture Clues • Vocab 	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
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	<ul style="list-style-type: none">• Read With Me Books• Sing a Rhyme Songs/Books• Read-Along Books• Informational Books• Decodable Books <p>(See titles at end of document.)</p>	
Goal LDC-8: Children develop interest in books and motivation to read <i>continued</i>.		
Use and share books and print in their play. LDC-8n	<ul style="list-style-type: none">• Sing a Rhyme Songs/Books• Read-Along Books• Decodable Books<p>(See titles at end of document.)</p>• Pretend Play	
Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o	<ul style="list-style-type: none">• Read With Me• Read-Along Books• Informational Books• Sing a Rhyme Songs/Books<p>(See titles at end of document.)</p>	
Goal LDC-9: Children comprehend and use information presented in books and other print media.		
Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-9o	<ul style="list-style-type: none">• Read With Me Books• Read-Along Books• Sing a Rhyme Songs/Books• Decodable Books<p>(See titles at end of document.)</p>	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-9: Children comprehend and use information presented in books and other print media continued.		
Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-9p	<ul style="list-style-type: none"> ● Informational Books (See titles at end of document.) ● Science Investigation ● Words Tell About the Pictures ● Build Knowledge 	
Use knowledge of the world to make sense of more challenging texts. LDC-9q	<ul style="list-style-type: none"> ● Making Connections ● Build Knowledge ● Science Investigation 	
Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-9r	<ul style="list-style-type: none"> ● Making Connections ● Build Knowledge 	
Ask more focused and detailed questions about a story or the information in a book. LDC-9s	<ul style="list-style-type: none"> ● Read With Me Books ● Sing a Rhyme Songs/Books ● Informational Books ● Decodable Books (See titles at end of document.) ● Find An Answer 	
Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9t	<ul style="list-style-type: none"> ● Peek At the Story ● Find an Answer ● Describe Characters ● Sum Up: Five Ws 	
Goal LDC-10: Children develop book knowledge and print awareness.		
Hold a book upright while turning pages one by one from front to back. LDC-10k	All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. As the narrator reads, text is highlighted which helps show the sequence of print.	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-10: Children develop book knowledge and print awareness <i>continued</i>.		
Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, "Those words tell the story."). LDC-10l	<ul style="list-style-type: none">• Print Concepts• Letters Make Words• Read with Me Books• Sing a Rhyme Songs/Books (See titles at end of document.)	
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-10m	<ul style="list-style-type: none">• Letters Make Words• Print Concepts	
With prompting and support, run their finger under or over print as they pretend to read text. LDC-10n	All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. As the narrator reads, text is highlighted which helps show the sequence of print.	
Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-10o	<ul style="list-style-type: none">• Print Concepts• Letters Make Words• Distinguish Letters	
Identify their name and the names of some friends when they see them in print. LDC-10p	<ul style="list-style-type: none">• Name Game	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-11: Children develop phonological awareness.		
Enjoy rhymes and wordplay, and sometimes add their own variations. LDC-11i	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	
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-11j	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Syllables • Syllable Safari 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 37 -40
Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11k	<ul style="list-style-type: none"> • 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 • Where Is the Sound? 	
Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11l	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 35 - 36

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.		
Demonstrate an interest in learning the alphabet. LDC-12e	<ul style="list-style-type: none">ABC SongsDistinguish LettersLetter MatchLetter CheckerFind the LetterName That LetterSimilarities and Differences in Letters	
Show they know that letters function to represent sounds in spoken words. LDC-12f	<ul style="list-style-type: none">Sound SongName That Letter SoundLetter SoundLetter Sound ScreeningSound Room	<ul style="list-style-type: none">Waterford Upstart Activity Book, Pg. 22
Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g	<ul style="list-style-type: none">ABC SongsDistinguish LettersLetter MatchLetter CheckerFind the LetterName That LetterSimilarities and Differences in LettersName Game	<ul style="list-style-type: none">Waterford Upstart Activity Book, Pg. 22
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	<ul style="list-style-type: none">Sound SongName That Letter SoundLetter SoundLetter Sound ScreeningSound Room	<ul style="list-style-type: none">Waterford Upstart Activity Book, Pg. 22

North 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>.		
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	<ul style="list-style-type: none">• Sound Song• Name That Letter Sound• Letter Sound• Letter Sound Screening• Sound Room• Choose a Sound• Where Is the Sound?• Initial Sound• Right Initial 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	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Communicate their thoughts for an adult to write. LDC-13g	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-13h	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
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-14c	<ul style="list-style-type: none">• Name Game• Letter Trace	<ul style="list-style-type: none">• Waterford Upstart Activity Book, Pg. 6-8
Try to connect the sounds in a spoken word with letters in the written word (write "M" and say, "This is Mommy."). LC-14d	<ul style="list-style-type: none">• Sound Song• Letter Sound• Name That Letter Sound• Letter Sound Screening• Sound Room	<ul style="list-style-type: none">• Waterford Upstart Activity Book, Pg. 22
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.	
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	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Use some conventional letters in their writing. LC-15k	<ul style="list-style-type: none">• Dots, Lines, and Circles• Letter Pictures• Letter Trace• Letter Match	

North 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-1k	<ul style="list-style-type: none">• Songs: Five Senses• Sight• Touch• Hearing• Smell• Taste• Heavy and Light• Big and Little• Tall and Short• Science Investigation	
Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1l	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1m	<ul style="list-style-type: none">• Distinguish Between Fantasy and Reality	
Organize and use information through matching, grouping, and sequencing. CD-1n	<ul style="list-style-type: none">• Songs: All Sorts of Laundry• Books: Buttons, Buttons• Match• Sort• Sum Up: Five Ws• Sum Up: Remember Order• What Comes Next?	<ul style="list-style-type: none">• Sort

North 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 to new situations. CD-2u	<ul style="list-style-type: none">Science InvestigationMaking ConnectionsBuild KnowledgeStep Into the Story	
Describe past events in an organized way, including details or personal reactions. CD-2v	<ul style="list-style-type: none">Sum Up: Five WsSum Up: Remember Order	
Improve their ability to make predictions and explain why things happen using what they know. CD-2w	<ul style="list-style-type: none">Peek At the StoryFind an Answer	
Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x	<ul style="list-style-type: none">Build KnowledgePretend 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	<ul style="list-style-type: none">Songs: Five SensesSightTouchHearingSmellTasteScience Observation: From Egg to ChickScience Investigation	

North 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-3i	<ul style="list-style-type: none"> Distinguish Between Fantasy and Reality 	
Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't."). CD-3j	<ul style="list-style-type: none"> Books: Ooey, Gooey Mud; I Hate Peas; Lumpy Mash; Bad News Shoes; The City Mouse and the Country Mouse It's Not Fair! Do I Have To? 	
Use language to describe their thinking processes with adult support. CD-3k	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
CREATIVE EXPRESSION		
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.		
Express pleasure in different forms of art (call something "pretty," express preferences, choose to look at book of photographs or listen to music again). CD-4i	<ul style="list-style-type: none"> Squirrel's Sketches Baby's Ballet Mama's Melody Papa's Play 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Books: Movin' to the Music Time Sing a Rhyme Songs/Books (See titles at end of document.) Baby's Ballet Mama's Melody 	
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.	

North 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, drama, and dance.		
Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5	<ul style="list-style-type: none">• Squirrel's Sketches• Baby's Ballet• Mama's Melody• Papa's Play	<ul style="list-style-type: none">• Role Play• Guess How I'm Feeling• What Would You Do?
Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s	<ul style="list-style-type: none">• Read With Me Books• Sing a Rhyme Songs/Books• Traditional Tales and Stories (See titles at end of document.)• Papa's Play	
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	<ul style="list-style-type: none">• Books: Movin' to the Music Time• Sing a Rhyme Songs/Books (See titles at end of document.)• Baby's Ballet• Mama's Melody	
Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v	<ul style="list-style-type: none">• Books: Movin' to the Music Time• Sing a Rhyme Songs/Books (See titles at end of document.)• Baby's Ballet• Mama's Melody	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
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	<ul style="list-style-type: none">Books: José Three; MineMy FamilyCome Inside	
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	<ul style="list-style-type: none">Pretend Play	<ul style="list-style-type: none">Role PlayCommunity HelpersTrusted AdultsWhat Would You Do?
Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities <i>continued</i>.		
Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m		<ul style="list-style-type: none">Community Helpers
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	<ul style="list-style-type: none">ClubhouseCome InsideMy Family	

North 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	<ul style="list-style-type: none">Sing Around the World Songs	
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	<ul style="list-style-type: none">Books: In the Rain; Seeing Fingers; Mine; José ThreeCome InsideMy 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	<ul style="list-style-type: none">Sing Around the World Songs	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-9: Children explore concepts connected with their daily experiences in their community.		
<p>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</p>	<ul style="list-style-type: none"> • Songs: I Am Part of All I See • Books: Your Backyard; Where In the World Would You Go Today? • Backyards • Rainforests • Oceans • Deserts • Mountains 	<ul style="list-style-type: none"> • Exploring Your Home City With Your Children
<p>Observe and talk about changes in themselves and their families over time. CD-9g</p>	<ul style="list-style-type: none"> • Books: I Can’t Wait 	
<p>Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear). CD-9h</p>	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Books: That’s What I Like: A Book About Seasons; Whatever the Weather • Summer • Spring • Fall • Winter • Clouds • Weather • Calendar/Graph Weather 	
<p>Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i</p>	<ul style="list-style-type: none"> • Songs: Food From Plants; Water • Books: Follow the Apples; Mela’s Water Pot • Sun • Water 	
<p>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</p>	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.</p>	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
MATHEMATICAL THINKING AND EXPRESSION		
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.		
Rote count in order to 20 with increasing accuracy. CD-10n	<ul style="list-style-type: none">Number SongsCounting SongsOrder NumbersNumber Instruction	
Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, "Two fingers" without counting). CD-10o	<ul style="list-style-type: none">Match NumbersMoving Target (Dots)	
Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many?" CD-10p	<ul style="list-style-type: none">Counting SongsMake and Count GroupsMatch NumbersOne-to-one Correspondence	
Given a number 0-5, count out that many objects. CD-10q	<ul style="list-style-type: none">Counting SongsMake and Count GroupsMatch NumbersOne-to-one Correspondence	
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. CD-10r	<ul style="list-style-type: none">Songs: Greater Than, Less Than; More Than, Fewer ThanBooks: For the BirdsMore Than, Fewer ThanMore ThanMatch NumbersMake and Count Groups	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-10: Children show understanding of numbers and quantities during play and other activities <i>continued.</i>		
Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. CD-10s	<ul style="list-style-type: none"> Songs: On the Bayou; Bee Happy Addition; Bakery Subtraction; Circus Subtraction Addition Subtraction Act Out Addition Act Out Subtraction 	
Write numerals or number-like forms during play and daily activities. CD-10t	<ul style="list-style-type: none"> Explain Numbers Number Instruction 	<ul style="list-style-type: none"> Read and Write Number Activities Waterford Upstart Activity Book, Pg. 44 - 46
Match numerals 1-5 to sets of objects, with guidance and support. CD-10u	<ul style="list-style-type: none"> Counting Songs Object Counting Number Instruction Match Numbers Bug Bits Make and Count Groups 	
Recognize some numerals and attempt to write them during play and daily activities. CD-10v	<ul style="list-style-type: none"> Explain Numbers Number Instruction 	<ul style="list-style-type: none"> Read and Write Number Activities
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). CD-10w	<ul style="list-style-type: none"> Songs: Monster Trucks First, Next, Last 	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.		
Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11l	<ul style="list-style-type: none"> • Songs: Measuring Plants; Savanna Size; Large, Larger, Largest • Length • Weight • Heavy and Light • Tall and Short • Big and Little 	
Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11m	<ul style="list-style-type: none"> • Length • Capacity • Weight • Measurement Tools 	
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). CD-11n	<ul style="list-style-type: none"> • Songs: Measuring Plants; Savanna Size; Large, Larger, Largest • Make Comparisons • Order Size • Length • Weight • Heavy and Light • Tall and Short • Big and Little 	
Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest). CD-11o	<ul style="list-style-type: none"> • Length • Order Size 	
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). CD-11p	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry • Books: Buttons, Button • Sort 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 61

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment <i>continued.</i>		
Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). CD-11q	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 53
Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.		
Consistently use a variety of words for positions in space, and follow directions using these words. CD-12k	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning; Monster Trucks • Books: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, 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."). CD-12l	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle 	
Name basic shapes and describe their characteristics using descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round."). CD-12m	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • World Shapes • Circle, Square, Triangle, Rectangle 	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-13: 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. CD-13e	<ul style="list-style-type: none">Books: Milton's MittensProblem Solving Strategies	
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). CD-13f	<ul style="list-style-type: none">One-to-one CorrespondenceMatch NumbersMake and Count GroupsSoup's On!	
Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). CD-13g	<ul style="list-style-type: none">Books: Milton's MittensProblem Solving StrategiesAct Out AdditionAct Out SubtractionCalendar/Graph Weather	
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 cookies so I got four more."). CD-13h	<ul style="list-style-type: none">Books: Milton's MittensProblem Solving StrategiesAct Out AdditionAct Out SubtractionPatternsPattern ABPattern ABCPattern ABB	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
SCIENTIFIC EXPLORATION AND KNOWLEDGE		
Goal CD-14: 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-14k	<ul style="list-style-type: none">• Songs: All Sorts of Laundry• Books: Buttons, Button• Sort• Simple Shapes• Insects• Touch• Sight• Spiders• Rocks• Plants	
Notice and react to the natural world and the outdoor environment. CD-14l	<ul style="list-style-type: none">• Songs: I Am Part of All I See; Seasons• Books: That's What I Like: A Book About Seasons• Rainforests• Mountains• Oceans• Desert• Spring• Summer• Fall• Winter	
Describe some things plants and animals need to live and grow (sunlight, water, food). CD-14m	<ul style="list-style-type: none">• Songs: Food From Plants; Plants Are Growing; Water• Books: Follow the Apples; Mela's Water Pot• Sun• Water• Plants Need Water• Animals Need Water• Plants and Animals Need Air	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-14: Children observe and describe characteristics of living things and the physical world <i>continued.</i>		
Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-14n	Families are provided information about learning responsibilities online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.	
Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-14o	<ul style="list-style-type: none">• Songs: Seasons; Sun Blues; The Moon; Precipitation• Books: That's What I Like: A Book About Seasons; Moon Song• Sun• Moon• 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-14p	<ul style="list-style-type: none">• Materials• Water• States of Water• Solid and Liquid	
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-14q	<ul style="list-style-type: none">• Songs: Pollution Rap; Conservation• Pollution and Recycling• Care of Earth• Care of Water	

North Carolina Standards	Waterford Digital Activities	Waterford Family Resources
Goal CD-15: 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-15n	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-15o	<ul style="list-style-type: none">Science InvestigationBuild KnowledgeFind an AnswerScience Observation: From Egg to Chick	
Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-15p	<ul style="list-style-type: none">Songs: Five SensesSightTouchHearingSmellTasteHeavy and LightTall and Short	
Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-15q	<ul style="list-style-type: none">Science InvestigationScience ToolsMeasurement ToolsWeather Tools	
Make and check predictions through observations and experimentation, with adult support and guidance. CD-15r	<ul style="list-style-type: none">Science Observation: From Egg to ChickScience Investigation	
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-15s	<ul style="list-style-type: none">Books: Mr. Mario's NeighborhoodPush and Pull	<ul style="list-style-type: none">Push and Pull

Books and Related Activities

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 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

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 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 / Bicky 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 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).