



# Alignment

## July 2026

**100%**  
Aligned

**Waterford  
Upstart**

**Delaware  
Early Learning  
Foundations  
Preschool**

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

This document provides a detailed alignment of **Waterford Early Learning** to **Delaware Early Learning Foundations**.

## Alignment Description

This document aligns Delaware Early Learning Foundations 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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| <b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                                                                                                                |
| <b>Self-Concept</b>                                                                                                                                                                                                                      |                                                                                                                                                                                                                                     |                                                                                                                                |
| <b>SE35</b> Participate in meaningful responsibilities                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Books: Mine; Ooey, Goey Mud</li> <li>• My Family: My Name Is Squirrel</li> <li>• Squirrel's Sketches</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> </ul>                          |
| <b>SE36</b> Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• Boo Hoo Baby</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> <li>• Emotion Cards</li> </ul> |
| <b>E37</b> Be a part of the classroom community so that each child feels accepted and gains a sense of belonging                                                                                                                         | 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. |                                                                                                                                |
| <b>Self-Regulation</b>                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     |                                                                                                                                |
| <b>SE38</b> Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)                                                                                                  | 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"> <li>• Mindset - Self-Awareness</li> </ul>                                                   |
| <b>E39</b> Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad)                                                                         | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> <li>• Papa's Thumb</li> </ul>                                                                                           |                                                                                                                                |

| Delaware Early Learning Standards                                     | Waterford Digital Activities                                                                                                                                                                                                        | Waterford Family Resources                                        |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>Self-Regulation <i>continued</i></b>                               |                                                                                                                                                                                                                                     |                                                                   |
| <b>SE40</b> Express feelings through play and artistic representation | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> <li>• Papa's Thumb</li> </ul>                                                                                           |                                                                   |
| <b>SE41</b> Begin to understand that actions have consequences        | <ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>• Emotion Cards</li> </ul> |
| <b>SE42</b> Follow simple rules and routines with minimal help        | 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. |                                                                   |
| <b>SE43</b> Experience logical and natural consequences               | <ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>• Emotion Cards</li> </ul> |
| <b>SE44</b> Complete activities that he/she has started               | Waterford provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.                                           |                                                                   |
| <b>SE45</b> Use materials purposefully, safely, and respectfully      | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.                                                                            |                                                                   |
| <b>SE46</b> Attempt to solve problems in a positive manner            | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.                                                                                                             |                                                                   |

| Delaware Early Learning Standards                                                                                             | Waterford Digital Activities                                                                                                                                                                                                        | Waterford Family Resources                                                    |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Social Relationships and Cooperation</b>                                                                                   |                                                                                                                                                                                                                                     |                                                                               |
| <b>SE47</b> Develop trust in familiar adults and close peers                                                                  | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> <li>• Papa's Thumb</li> </ul>                                                                                           |                                                                               |
| <b>SE48</b> Receive guidance, support and directions from a range of familiar adults                                          | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.                                                                                                             |                                                                               |
| <b>SE49</b> Develop and maintain friendships with peers                                                                       | 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. |                                                                               |
| <b>SE50</b> Develop awareness of other's perspectives and gain an understanding of how their actions impact those around them | <ul style="list-style-type: none"> <li>• Books: : I Hate Peas; Ooey, Gooney Mud; Bad News Shoes; Movin' to the Music Time</li> <li>• My Family</li> <li>• Come Inside</li> <li>• Squirrel's Sketches</li> </ul>                     |                                                                               |
| <b>SE51</b> Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)           | 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"> <li>• Teaching Children Manners</li> </ul> |
| <b>SE52</b> Develop ability to initiate and sustain play with peers                                                           | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.                                                                            |                                                                               |

| Delaware Early Learning Standards                                                                         | Waterford Digital Activities                                                                                                                                                                                                                                                                             | Waterford Family Resources |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Social Relationships and Cooperation</b> <i>continued</i>                                              |                                                                                                                                                                                                                                                                                                          |                            |
| <b>SE53</b> Be a helpful member of a group or household through sharing tasks or chores                   | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.                                                                                                                                                 |                            |
| <b>SE54</b> Develop turn taking and negotiation skills                                                    | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.                                                                                                                                                                                  |                            |
| <b>APPROACHES TO LEARNING</b>                                                                             |                                                                                                                                                                                                                                                                                                          |                            |
| <b>Initiative and Curiosity</b>                                                                           |                                                                                                                                                                                                                                                                                                          |                            |
| <b>AL31</b> Participate in a variety of tasks and activities using all five senses                        | <ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Party Time</li> </ul>                                                                                                                                                                                                                |                            |
| <b>AL32</b> Make independent choices during play and throughout the daily routine                         | Engaging activities throughout Waterford hold children's attention as they concentrate on each task.                                                                                                                                                                                                     |                            |
| <b>AL33</b> Approach tasks and activities with flexibility, imagination, inventiveness, and confidence    | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.                                                               |                            |
| <b>AL34</b> Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks | <ul style="list-style-type: none"> <li>• 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</li> <li>• Science Investigation</li> <li>• Perfect Present</li> <li>• Party Time</li> </ul> |                            |

| Delaware Early Learning Standards                                                                                                                                         | Waterford Digital Activities                                                                                                                                                                                                                                                                        | Waterford Family Resources                                                                                  |
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| <b>Engagement and Persistence</b>                                                                                                                                         |                                                                                                                                                                                                                                                                                                     |                                                                                                             |
| <b>AL35</b> Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences                                                  | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.                                                          |                                                                                                             |
| <b>AL36</b> Begin to develop and follow through with plan for play and other activities                                                                                   | Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Waterford helps children build persistence by allowing them to select Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task. | <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Guess My Rule</li> <li>• Shape Bag</li> </ul> |
| <b>AL37</b> Begin to demonstrate the ability to follow a sequence of steps to create a finished project                                                                   | 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.                                                     |                                                                                                             |
| <b>Reasoning and Problem Solving</b>                                                                                                                                      |                                                                                                                                                                                                                                                                                                     |                                                                                                             |
| <b>AL38</b> Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults | 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                                                       |                                                                                                             |
| <b>AL39</b> Develop the ability to classify, compare, and contrast objects, events, and experiences                                                                       | Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.                                                                                                                                                                            |                                                                                                             |

| Delaware Early Learning Standards                                                                | Waterford Digital Activities                                                                                                                                                                                                                                                                          | Waterford Family Resources                                                                  |
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| <b>Reasoning and Problem Solving <i>continued</i></b>                                            |                                                                                                                                                                                                                                                                                                       |                                                                                             |
| <b>AL40</b> Demonstrate the ability to sequence events                                           | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• Look at Details</li> </ul> | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 53</li> </ul> |
| <b>AL41</b> Begin to develop the ability to explain and demonstrate strategies to solve problems | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.                                                            |                                                                                             |
| <b>LANGUAGE AND LITERACY</b>                                                                     |                                                                                                                                                                                                                                                                                                       |                                                                                             |
| <b>Receptive Communication</b>                                                                   |                                                                                                                                                                                                                                                                                                       |                                                                                             |
| <b>LL31</b> Respond to their names, requests for action, or information                          | Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.                                                                                                                                                                    |                                                                                             |
| <b>LL32</b> Develop listening, watching, attention, and comprehension skills                     | While interacting with Waterford, children listen to and follow multi-step directions.                                                                                                                                                                                                                |                                                                                             |
| <b>LL33</b> Follow two- or three-step directions                                                 | While interacting with Waterford, children listen to and follow multi-step directions.                                                                                                                                                                                                                |                                                                                             |

| Delaware Early Learning Standards                                                         | Waterford Digital Activities                                                                                                                                                                                                                                                                            | Waterford Family Resources                                                                      |
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| <b>Receptive Communication</b> <i>continued</i>                                           |                                                                                                                                                                                                                                                                                                         |                                                                                                 |
| <b>LL34</b> Identify particular sounds in the environment through different media         | 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.                                                          |                                                                                                 |
| <b>LL35</b> Respond to questions                                                          | Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• What Would You Do?</li> <li>• Guess My Rule</li> </ul> |
| <b>LL36</b> Increase vocabulary to include prepositions and basic concepts                | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.                                                                                                             |                                                                                                 |
| <b>Expressive Communication</b>                                                           |                                                                                                                                                                                                                                                                                                         |                                                                                                 |
| <b>LL37</b> Be aware that people communicate in a variety of ways (verbal and non-verbal) | Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.                                                                                                                                                                      |                                                                                                 |
| <b>LL38</b> Communicate so they will be understood by peers and adults                    | Social-emotional video series, models conversations between characters as they gather information and reach conclusions. Two examples are "Do I Have To?" and "It's Not Fair."                                                                                                                          |                                                                                                 |
| <b>LL39</b> Play with language such as rhyming                                            | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> </ul> |                                                                                                 |

| Delaware Early Learning Standards                                                                                                                                        | Waterford Digital Activities                                                                                                                                                                                                                                                                                                        | Waterford Family Resources |
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| <b>Expressive Communication</b> <i>continued</i>                                                                                                                         |                                                                                                                                                                                                                                                                                                                                     |                            |
| <b>LL40</b> Use language to enter play situation                                                                                                                         | 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.                                                                                                 |                            |
| <b>LL41</b> Participate in turn taking conversations                                                                                                                     | <ul style="list-style-type: none"> <li>• Songs: Verbs; It Happened Yesterday</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> <li>• Irregular Verbs</li> </ul>                                                                                                                                                                     |                            |
| <b>LL42</b> Dictate a story to an adult                                                                                                                                  | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Sum Up, Five Ws:</li> <li>• Sum Up, Remember Order</li> <li>• Look at Details</li> </ul>                              |                            |
| <b>LL43</b> Communicate using multiple words/ phrases including nouns, verbs, descriptive phrases, prepositions and/or American Sign Language (ASL) grammatical features | <ul style="list-style-type: none"> <li>• Songs: What is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Plural Nouns</li> </ul>                                                                                                                                                       |                            |
| <b>LL44</b> Use volume and tone or ASL facial grammar appropriate to the situation                                                                                       | Waterford Early Learning provides many activities related to vocabulary acquisition and use. Online books include bold-faced vocabulary words. When any word is selected, students hear the word repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration. |                            |

| Delaware Early Learning Standards                                                                                         | Waterford Digital Activities                                                                                                                                                                    | Waterford Family Resources                                                                                                         |
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| <b>Expressive Communication</b> <i>continued</i>                                                                          |                                                                                                                                                                                                 |                                                                                                                                    |
| <b>LL45</b> Respond appropriately to messages in conversation                                                             | <ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?</li> <li>• Sentences</li> <li>• Pretend Play</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>• Role Play</li> </ul>                                                                      |
| <b>LL46</b> Express emotions through language                                                                             | <ul style="list-style-type: none"> <li>• Broken Lamp</li> <li>• Squirrel's Blocks</li> <li>• Broken Vase</li> <li>• Lost Dinosaur</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> </ul> | <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> <li>• Panda and Tornado</li> </ul> |
| <b>LL47</b> Use language appropriately during play situations                                                             | <ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>• Patterns</li> </ul>                                                                       |
| <b>LL48</b> Experiment with patterns in word                                                                              | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul>                     |                                                                                                                                    |
| <b>Emergent Reading</b>                                                                                                   |                                                                                                                                                                                                 |                                                                                                                                    |
| <b>LL49</b> Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities | <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul>                     |                                                                                                                                    |
| <b>LL50</b> Show increasing awareness of print, familiar signs, labels, and symbols                                       | <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words in your World</li> </ul>                                                                 |                                                                                                                                    |

| Delaware Early Learning Standards                                                                                          | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                                                                               | Waterford Family Resources                                                                                                                                                                  |
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| <b>Emergent Reading <i>continued</i></b>                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                             |
| <b>LL51</b> Identify and name letters of the alphabet                                                                      | <ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound</li> <li>• Letters Introduction</li> <li>• Letter Pictures</li> <li>• Name That Letter</li> <li>• Letter Checker</li> <li>• Name Game</li> </ul>                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Capital Letter</li> <li>• Lowercase Letter</li> <li>• Waterford Upstart Activity Book, Pg. 23 - 31</li> </ul>                                      |
| <b>LL52</b> Recognize their first name in print written with the first letter in upper case followed by lower-case letters | <ul style="list-style-type: none"> <li>• Name Game</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Capital Letter</li> <li>• Lowercase Letter</li> <li>• Waterford Upstart Activity Book, Pg. 23 - 31</li> <li>• Name Writing</li> </ul>              |
| <b>LL53</b> Recognize common letter sounds at the beginning, middle, and end of words                                      | <ul style="list-style-type: none"> <li>• Songs: Mama Squirrel Sound Song; Apples and Bananas; Old MacDonald Has Some Vowels;</li> <li>• Consonants</li> <li>• Sound Song</li> <li>• Sound Room</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Choose a Sound</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where Is the Sound?</li> </ul> | <ul style="list-style-type: none"> <li>• The First Sound In a Word</li> <li>• Where's the Sound?</li> <li>• Blending Bingo: Onset and Rime</li> <li>• Sound Smash–Onset and Rime</li> </ul> |
| <b>LL54</b> Know the difference between upper- and lower-case letters                                                      | <ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Print Concepts</li> <li>• Coloring Game</li> <li>• Letter Checker</li> </ul>                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Capital Letter</li> <li>• Lowercase Letter</li> <li>• Waterford Upstart Activity Book, pp. 9 - 21</li> </ul>                                       |

| Delaware Early Learning Standards                                                                                                 | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                           | Waterford Family Resources |
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| <b>Emergent Reading <i>continued</i></b>                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                        |                            |
| <b>LL55</b> Show comprehension by answering questions related to an age-appropriate story that has been read or told              | <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Look at Details</li> <li>• Ask a Question</li> <li>• What Comes Next?</li> <li>• Peek at the Story</li> <li>• Science Investigation</li> </ul> |                            |
| <b>LL56</b> Understand the parts of a book and how it is used                                                                     | All 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.                                                                                                                                                                         |                            |
| <b>LL57</b> Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom | <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>                                                                                                                                                                                                                                                                                       |                            |
| <b>L58</b> Explore different types of literature such as narrative (story) and informative (non-fiction)                          | <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> </ul>                                                                                                                                                                                                         |                            |
| <b>LL59</b> Demonstrate that print represents someone's thoughts and ideas                                                        | <ul style="list-style-type: none"> <li>• Letters Make Words</li> </ul>                                                                                                                                                                                                                                                                                                                 |                            |
| <b>LL60</b> Interpret pictures                                                                                                    | <ul style="list-style-type: none"> <li>• Words in your World</li> </ul>                                                                                                                                                                                                                                                                                                                |                            |

| Delaware Early Learning Standards                                    | Waterford Digital Activities                                                                                                                                                                                                                                  | Waterford Family Resources                                                                                                                    |
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| <b>Emergent Reading</b> <i>continued</i>                             |                                                                                                                                                                                                                                                               |                                                                                                                                               |
| <b>LL61</b> Hear words in a sentence and syllables in words          | <ul style="list-style-type: none"> <li>Syllable</li> <li>Syllable Safari</li> </ul>                                                                                                                                                                           |                                                                                                                                               |
| <b>LL62</b> Know that print is read and pictures are not             | <ul style="list-style-type: none"> <li>Words in your World</li> <li>Print Concepts</li> </ul>                                                                                                                                                                 |                                                                                                                                               |
| <b>Emergent Writing</b>                                              |                                                                                                                                                                                                                                                               |                                                                                                                                               |
| <b>LL63</b> Use scribbles, symbols, or drawings to share experiences | <ul style="list-style-type: none"> <li>Print Concepts</li> <li>Letters Make Words</li> <li>Letter Trace</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>Waterford Upstart Activity Book, Pg. 3</li> <li>Waterford Upstart Activity Book, Pp. 9 - 21</li> </ul> |
| <b>LL64</b> Use a variety of writing tools and materials             | Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.                                                                                                                                            |                                                                                                                                               |
| <b>LL65</b> Trace and copy shapes and letters                        | <ul style="list-style-type: none"> <li>Letter Trace</li> <li>Name Game</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Shapes</li> <li>Draw Shapes</li> </ul>                                                                 |
| <b>LL66</b> Begin to print the letters of their first name           | <ul style="list-style-type: none"> <li>Letter Trace</li> <li>Name Game</li> </ul>                                                                                                                                                                             |                                                                                                                                               |
| <b>LL67</b> Express self through pretend writing                     | <ul style="list-style-type: none"> <li>Letter Trace</li> <li>Name Game</li> <li>Print Concepts</li> <li>Letters Make Words</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Waterford Upstart Activity Book, Pg. 3</li> </ul>                                                      |
| <b>LL68</b> Write in a variety of formats                            | 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. |                                                                                                                                               |

| Delaware Early Learning Standards                                                              | Waterford Digital Activities                                                                                                                                                                                                                                  | Waterford Family Resources                                                                 |
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| <b>Emergent Writing <i>continued</i></b>                                                       |                                                                                                                                                                                                                                                               |                                                                                            |
| <b>LL69</b> Practice writing left to right and top to bottom                                   | <ul style="list-style-type: none"> <li>Name Game</li> <li>Letter Trace</li> </ul>                                                                                                                                                                             |                                                                                            |
| <b>LL70</b> Use inventive spelling                                                             | <ul style="list-style-type: none"> <li>Sound Songs</li> <li>Letter Pictures</li> <li>Letter Trace</li> <li>Print Concepts</li> <li>Letters Make Words</li> <li>Coloring Game</li> <li>Letter Checker</li> </ul>                                               | <ul style="list-style-type: none"> <li>Capital Letter</li> <li>Lowercase Letter</li> </ul> |
| <b>LL71</b> Develop strength, dexterity, and control needed to use writing tools and materials | 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. |                                                                                            |
| <b>LL72</b> Develop hand-eye coordination required for written communication                   | The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.                                                                                                                                                                           |                                                                                            |
| <b>MATHEMATICS</b>                                                                             |                                                                                                                                                                                                                                                               |                                                                                            |
| <b>Number and Operations</b>                                                                   |                                                                                                                                                                                                                                                               |                                                                                            |
| <b>MA31</b> Develop an awareness of numbers and counting as a means for understanding quantity | <ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Counting</li> <li>Number Instruction</li> </ul>                                                                                                                                         |                                                                                            |
| <b>MA32</b> Recite numbers in sequence                                                         | <ul style="list-style-type: none"> <li>Counting Songs</li> <li>Number Instruction</li> <li>One-to-one Correspondence</li> <li>Number Counting</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Read and Write Number Activities</li> </ul>         |

| Delaware Early Learning Standards                                                                               | Waterford Digital Activities                                                                                                                                                                                                     | Waterford Family Resources                                                                                                            |
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| <b>Number and Operations <i>continued</i></b>                                                                   |                                                                                                                                                                                                                                  |                                                                                                                                       |
| <b>MA33</b> Recognize numbers                                                                                   | <ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>• Subitizing Cards</li> </ul>                                                                  |
| <b>MA34</b> Use one-to-one correspondence when counting                                                         | <ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Math Books</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> </ul> |
| <b>MA35</b> Use language to compare numbers of objects (Ex: more, less, same)                                   | <ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Books: For the Birds</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Make and Count Groups</li> </ul> |                                                                                                                                       |
| <b>MA36</b> Determine quantity or “how many”                                                                    | <ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Moving Target</li> </ul>                                                                                                 |                                                                                                                                       |
| <b>MA37</b> Understand numbers and number concepts as they relate to everyday life                              | <ul style="list-style-type: none"> <li>• Match Numbers</li> <li>• Calendar/Graph Weather</li> </ul>                                                                                                                              |                                                                                                                                       |
| <b>MA38</b> Use ordinal number words to describe the position of objects (Ex: “first,” “second,” “third,” etc.) | <ul style="list-style-type: none"> <li>• Songs: Monster Trucks; Positioning</li> <li>• Position</li> <li>• First, Middle, Last</li> <li>• First, Next, Last</li> </ul>                                                           | <ul style="list-style-type: none"> <li>• First, Middle, Last</li> <li>• Position Words</li> </ul>                                     |
| <b>MA39</b> Understand the concept of how numbers relate to quantity                                            | <ul style="list-style-type: none"> <li>• Numbers</li> <li>• One-to-one Correspondence</li> <li>• Match Numbers</li> <li>• Number Instruction</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>• Read and Write Number Activities</li> </ul>                                                  |

| Delaware Early Learning Standards                                                                | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                    | Waterford Family Resources |
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| <b>Geometry and Spatial Sense</b>                                                                |                                                                                                                                                                                                                                                                                                                                                 |                            |
| <b>MA40</b> Begin to recognize, name, describe, build, and draw two and three dimensional shapes | <ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes; Marmot Shapes</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> </ul>                                                                               |                            |
| <b>MA41</b> Put together and take apart increasingly more difficult puzzles                      | <ul style="list-style-type: none"> <li>• Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>• Books: Up in the Air</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul> |                            |
| <b>MA42</b> Describe how shapes are the same or different (Ex: size, shape, color)               | <ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes; Marmot Shapes</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> </ul>                                                                               |                            |
| <b>MA43</b> Demonstrate and describe positions of objects                                        | <ul style="list-style-type: none"> <li>• Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>• Books: Up in the Air</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul> |                            |

| Delaware Early Learning Standards                                                                                         | Waterford Digital Activities                                                                                                                                                                                                                     | Waterford Family Resources                                                                         |
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| <b>Patterns</b>                                                                                                           |                                                                                                                                                                                                                                                  |                                                                                                    |
| <b>MA44</b> Recognize, copy, and extend simple patterns with a variety of materials                                       | <ul style="list-style-type: none"> <li>• Songs: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, pp. 49 and 51</li> </ul> |
| <b>MA45</b> Arrange objects in a series according to one attribute (Ex: shape, size, texture)                             | <ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Savanna Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Large and Small Toys</li> </ul> | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 61</li> </ul>        |
| <b>MA46</b> Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)            | <ul style="list-style-type: none"> <li>• Songs: It Happened Yesterday</li> <li>• Books: Marty's Mixed-up Mom; José Three; I Can't Wait</li> <li>• First, Next, and Last</li> </ul>                                                               |                                                                                                    |
| <b>MA47</b> Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)                 | <ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Savanna Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Large and Small Toys</li> <li>• Sort</li> </ul>       | <ul style="list-style-type: none"> <li>• Waterford Upstart Activity Book, Pg. 61</li> </ul>        |
| <b>Measurement</b>                                                                                                        |                                                                                                                                                                                                                                                  |                                                                                                    |
| <b>MA48</b> Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yard-stick, measuring tape) measures | <ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Length</li> <li>• Measurement Tools</li> <li>• Nonstandard Units of Length</li> </ul>                                                                                |                                                                                                    |

| Delaware Early Learning Standards                                                                         | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                               | Waterford Family Resources |
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| <b>Measurement <i>continued</i></b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                            |                            |
| <b>MA49</b> Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature) | <ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Weight</li> </ul>                                                                                                                                                                                                                                                                        |                            |
| <b>MA50</b> Begin to compare and sort according to measurement attributes (length, size, weight)          | <ul style="list-style-type: none"> <li>• Songs: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Weight</li> </ul>                                                                                                                                                                                                                                                                        |                            |
| <b>Data Analysis</b>                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                            |                            |
| <b>MA51</b> Begin to represent data using concrete objects, picture                                       | <ul style="list-style-type: none"> <li>• Songs: Graphing</li> <li>• Match Numbers</li> <li>• Calendar/Graph Weather</li> </ul>                                                                                                                                                                                                                                                                             |                            |
| <b>MA52</b> Begin to compare and interpret data collected                                                 | <ul style="list-style-type: none"> <li>• Songs: Graphing</li> <li>• Match Numbers</li> <li>• Calendar/Graph Weather</li> </ul>                                                                                                                                                                                                                                                                             |                            |
| <b>SCIENCE</b>                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                            |                            |
| <b>Sensory Awareness</b>                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                            |                            |
| <b>SC31</b> Use senses in purposeful ways to gather inform                                                | <ul style="list-style-type: none"> <li>• Songs: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; 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</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> </ul> |                            |

| Delaware Early Learning Standards                                                                                                                    | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                               | Waterford Family Resources                                                                           |
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| <b>Sensory Awareness <i>continued</i></b>                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                      |
| <b>SC32</b> Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense | <ul style="list-style-type: none"> <li>• Songs: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; 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</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> </ul> |                                                                                                      |
| <b>Scientific Exploration</b>                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                      |
| <b>SC33</b> Express their curiosity and investigate questions of interest through play and exploration                                               | <ul style="list-style-type: none"> <li>• Songs: The Four Seasons; I Am Part of All I See; Precipitation; Water</li> <li>• Books: Whatever the Weather; That's What I Like: A Book About Seasons; Water Is All Around; Water</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>• How It Works</li> </ul>                                     |
| <b>SC34</b> Use materials and tools appropriate for problem solving and exploration                                                                  | <ul style="list-style-type: none"> <li>• Songs: Same and Different</li> <li>• Let's Compare</li> <li>• Comparatives</li> <li>• Materials</li> </ul>                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Water for Plants</li> <li>• Light for Plants</li> </ul>     |
| <b>Scientific Inquiry</b>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                      |
| <b>SC35</b> Ask scientific questions                                                                                                                 | <ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Water for Plants</li> <li>• Light for Plants</li> </ul>     |
| <b>SC36</b> Investigate and explore their questions using observations and previous experience to make predictions                                   | <ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Water for Plants _</li> <li>• Light for Plants _</li> </ul> |

| Delaware Early Learning Standards                                                                                    | Waterford Digital Activities                                                                                                                                                                                                                                                      | Waterford Family Resources |
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| <b>Scientific Inquiry <i>continued</i></b>                                                                           |                                                                                                                                                                                                                                                                                   |                            |
| <b>SC37</b> Provide their own explanations for “how” and “why” things happen                                         | <ul style="list-style-type: none"> <li>• Songs: Gravity; The Scientific Method; Pollution Rap; Seasons</li> <li>• Science Investigation</li> <li>• Science Observation: From Egg to Chick</li> </ul>                                                                              |                            |
| <b>SC38</b> Use data from an investigation or exploration to draw conclusions and communicate result                 | <ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Tools</li> <li>• Science Investigation</li> <li>• Experiment: Pollution; Plant; Matter; Weather; Rocks; Eco-systems; Herbivores, Carnivores and Omnivores; Health</li> </ul>             |                            |
| <b>Scientific Knowledge - Living Things</b>                                                                          |                                                                                                                                                                                                                                                                                   |                            |
| <b>SC39</b> Observe, describe, and discuss the natural world of people, animals and plants                           | <ul style="list-style-type: none"> <li>• Books: Mela’s Water Pot; Everybody Needs to Eat</li> <li>• Sun</li> <li>• Plants Need Water</li> <li>• Animals Need Water</li> <li>• Plants and Animals Need Air</li> </ul>                                                              |                            |
| <b>SC40</b> Recognize categories of people, plants, and animals and describe similarities and differences among them | <ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Plant or Animal; Food From Plants; Mammals</li> <li>• Plants</li> <li>• Plants and Animals</li> <li>• Plants Need Water</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> </ul> |                            |

| Delaware Early Learning Standards                                                                                | Waterford Digital Activities                                                                                                                                                                                                                              | Waterford Family Resources                                                     |
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| <b>Scientific Knowledge - Living Things</b> <i>continued</i>                                                     |                                                                                                                                                                                                                                                           |                                                                                |
| <b>SC41</b> Recognize people, plants and animals grow and change over time and need certain things to survive    | <ul style="list-style-type: none"> <li>Songs: Water; Food From Plants</li> <li>Books: Mela's Water Pot; Everybody Needs to Eat</li> <li>Sun</li> <li>Plants</li> <li>Water</li> <li>Plants and Animals Need Air</li> <li>Healthy Plants' Needs</li> </ul> |                                                                                |
| <b>SC42</b> Demonstrate respect for living things                                                                | <ul style="list-style-type: none"> <li>Songs: Conservation; Pollution Rap</li> <li>Pollution and Recycling</li> <li>Care of Water</li> <li>Care of Earth</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>Recycling</li> <li>Our Earth</li> </ul> |
| <b>Scientific Knowledge - Non-Living Things</b>                                                                  |                                                                                                                                                                                                                                                           |                                                                                |
| <b>SC43</b> Observe, describe, and discuss physical properties of non-living things, both natural and human made | <ul style="list-style-type: none"> <li>Books: How Did the Chicken Cross the Road?; Inventions All Around</li> <li>Simple Machines</li> </ul>                                                                                                              |                                                                                |
| <b>SC44</b> Recognize categories of non-living things and describe similarities and differences among them       | <ul style="list-style-type: none"> <li>Books: Warm Soup for Dedushka</li> <li>Changes in Matter</li> <li>Movement of Heat</li> <li>States of Water</li> <li>Materials</li> </ul>                                                                          |                                                                                |
| <b>SC45</b> Explore objects, machines, technology and structures                                                 | <ul style="list-style-type: none"> <li>Songs: Inventing</li> <li>Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Inventions</li> <li>Simple Machines</li> </ul>                                            |                                                                                |
| <b>SC46</b> Experiment with effects of their own actions on object                                               | <ul style="list-style-type: none"> <li>Heat Experiment</li> <li>Plant Experiment</li> </ul>                                                                                                                                                               |                                                                                |

| Delaware Early Learning Standards                                                                                                               | Waterford Digital Activities                                                                                                                                                                                                                                          | Waterford Family Resources                                                               |
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| <b>Scientific Knowledge - Earth and Sky</b>                                                                                                     |                                                                                                                                                                                                                                                                       |                                                                                          |
| <b>SC47</b> Observe, describe, and discuss changes in the seasons and the weather                                                               | <ul style="list-style-type: none"> <li>• Songs: The Four Seasons; I Am Part of All I See; Precipitation; Water</li> <li>• Books: Whatever the Weather; That's What I Like: A Book About Seasons; Water Is All Around; Water</li> </ul>                                |                                                                                          |
| <b>SC48</b> Observe, describe and discuss landforms, bodies of water, and the properties of earth's materials (Ex: rocks, dirt, sand and water) | <ul style="list-style-type: none"> <li>• Songs: Water; Precipitation; Water Is All Around</li> <li>• Water Sources</li> <li>• Water</li> <li>• Water Cycle</li> <li>• Care of Water</li> <li>• Oceans</li> <li>• Rock Cycle</li> <li>• Fossils</li> </ul>             |                                                                                          |
| <b>SC49</b> Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky                                                 | <ul style="list-style-type: none"> <li>• Songs: The Moon; Sun Blues</li> <li>• Books: Moon Song; Star Pictures; My Family Campout</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>• The Moon</li> <li>• The Sky Above Us</li> </ul> |
| <b>Scientific Knowledge - Environment</b>                                                                                                       |                                                                                                                                                                                                                                                                       |                                                                                          |
| <b>SC50</b> Explore how the environment is affected by what people do                                                                           | <ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Tools</li> <li>• Science Investigation</li> <li>• Experiment: Pollution; Plant; Matter; Weather; Rocks; Eco-systems; Herbivores, Carnivores and Omnivores; Health</li> </ul> |                                                                                          |
| <b>SC51</b> Describe and engage in activities that preserve the environment                                                                     | <ul style="list-style-type: none"> <li>• Songs: Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>• Recycling</li> <li>• Our Earth</li> </ul>       |

| Delaware Early Learning Standards                                                                                                                             | Waterford Digital Activities                                                                                                                                                                                                        | Waterford Family Resources                                                                            |
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| <b>MY FAMILY, MY COMMUNITY, MY WORLD</b>                                                                                                                      |                                                                                                                                                                                                                                     |                                                                                                       |
| <b>My Family and My Community Culture</b>                                                                                                                     |                                                                                                                                                                                                                                     |                                                                                                       |
| <b>MM31</b> Understand the concept of belonging to a family                                                                                                   | <ul style="list-style-type: none"> <li>• My Family</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>                                                                                                                       |                                                                                                       |
| <b>MM32</b> Begin to develop an awareness of their family's culture                                                                                           | <ul style="list-style-type: none"> <li>• My Family</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>                                                                                                                       |                                                                                                       |
| <b>MM33</b> Begin to develop an awareness of the cultures of other children and adults in their group and community                                           | 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. |                                                                                                       |
| <b>MM34</b> Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing) | 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. |                                                                                                       |
| <b>MM35</b> Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)                                   | <ul style="list-style-type: none"> <li>• My Family</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>• Good Playing Rules</li> <li>• Listening Rug Rules</li> </ul> |

| Delaware Early Learning Standards                                                                                                                                          | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                    | Waterford Family Resources                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Past, Present and Future History</b>                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                 |
| <b>MM36</b> Develop emerging concept of time through daily schedule and routines                                                                                           | <ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>                                                                                                                                                                                                                                                         |                                                                                                 |
| <b>MM37</b> Share their personal history including people, places, and events that take place in the past and the present                                                  | <ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>                                                                                                                                                                                                                                                         |                                                                                                 |
| <b>MM38</b> Talk about events that may happen in the near future                                                                                                           | <ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>                                                                                                                                                                                                                                                         |                                                                                                 |
| <b>MM39</b> Begin to understand that things, people, and places change over time                                                                                           | <ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>                                                                                                                                                                                                                                                         |                                                                                                 |
| <b>Places and Spaces - Geography</b>                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                 |
| <b>MM40</b> Be familiar with information about where they live, including their address                                                                                    |                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul> |
| <b>M41</b> Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/ under, inside/ outside, next to, beside, up/down, left/right) | <ul style="list-style-type: none"> <li>• Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>• Books: Up in the Air</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul> |                                                                                                 |
| <b>MM42</b> Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)                                                    |                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul> |

| Delaware Early Learning Standards                                                                                                                | Waterford Digital Activities                                                                                                                                                                                                                                             | Waterford Family Resources                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Places and Spaces - Geography <i>continued</i></b>                                                                                            |                                                                                                                                                                                                                                                                          |                                                                     |
| <b>MM43</b> Develop an awareness of the natural environment surrounding them outdoor                                                             |                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Community Helpers</li> </ul> |
| <b>MM44</b> Begin to understand the relationship between humans and the natural environment                                                      | <ul style="list-style-type: none"> <li>Mountains</li> <li>Prairie</li> <li>Rainforest</li> <li>Desert</li> <li>Polar Lands</li> </ul>                                                                                                                                    |                                                                     |
| <b>Working Together - Government and Communities</b>                                                                                             |                                                                                                                                                                                                                                                                          |                                                                     |
| <b>MM45</b> Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs |                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Community Helpers</li> </ul> |
| <b>MM46</b> With support begin to develop problem solving skills                                                                                 | 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.                                      |                                                                     |
| <b>MM47</b> Help to create rules                                                                                                                 | Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. | <ul style="list-style-type: none"> <li>Consequence Cards</li> </ul> |

| Delaware Early Learning Standards                                                                                                                                                       | Waterford Digital Activities                                                                                                                                                                                                        | Waterford Family Resources                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Working Together - Government and Communities <i>continued</i></b>                                                                                                                   |                                                                                                                                                                                                                                     |                                                                                                                              |
| <b>MM48</b> Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other                         | <ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>• Role Play _</li> <li>• What Would You Do? _</li> </ul>                              |
| <b>MM49</b> Perform simple tasks within the home, early childhood group, or community                                                                                                   | <ul style="list-style-type: none"> <li>• Read-Along Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Exploring Your Home City with Your Children</li> </ul> |
| <b>MM50</b> Participate in group decision making                                                                                                                                        | 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. |                                                                                                                              |
| <b>Money and Resources - Economics</b>                                                                                                                                                  |                                                                                                                                                                                                                                     |                                                                                                                              |
| <b>MM51</b> Explore the concept of money, including what it is and how it is used                                                                                                       | <ul style="list-style-type: none"> <li>• Books: Bugs for Sale; Fudge for Sale</li> </ul>                                                                                                                                            |                                                                                                                              |
| <b>MM52</b> Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services | <ul style="list-style-type: none"> <li>• Books: Bugs for Sale; Fudge for Sale</li> </ul>                                                                                                                                            |                                                                                                                              |
| <b>MM53</b> Begin to understand how people make and consume goods and services                                                                                                          | <ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa's Play</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> <li>• Community Helpers</li> </ul>     |
| <b>MM54</b> Begin to understand wants versus basic necessities                                                                                                                          |                                                                                                                                                                                                                                     |                                                                                                                              |

| Delaware Early Learning Standards                                                                      | Waterford Digital Activities                                                                                                                                      | Waterford Family Resources                                                           |
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| <b>CREATIVE EXPRESSION</b>                                                                             |                                                                                                                                                                   |                                                                                      |
| <b>Music</b>                                                                                           |                                                                                                                                                                   |                                                                                      |
| <b>CE31</b> Develop awareness of different musical instruments, tones patterns/ rhythms and tempos     | Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.  |                                                                                      |
| <b>CE32</b> Initiate and recall patterns, songs, rhythms, and rhymes                                   | <ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>                             | <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>                        |
| <b>CE33</b> Be exposed to music from other cultures Music                                              | <ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>                             |                                                                                      |
| <b>CE34</b> Sing a variety of simple songs in various keys                                             | Music is an integral part of SmartStart, including songs specific to learning objectives as well as the use of background classical music throughout the program. |                                                                                      |
| <b>Movement and Dance</b>                                                                              |                                                                                                                                                                   |                                                                                      |
| <b>CE35</b> Express through movement what is felt and heard in various rhythmic patterns               | <ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>                             | <ul style="list-style-type: none"> <li>• Hi! Notes</li> <li>• Yoga Poster</li> </ul> |
| <b>CE36</b> Demonstrate an awareness of different musical tempos, patterns, and beats through movement | <ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes</li> </ul>                                                                       |                                                                                      |

| Delaware Early Learning Standards                                                                                                       | Waterford Digital Activities                                                                                           | Waterford Family Resources |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Movement and Dance</b> <i>continued</i>                                                                                              |                                                                                                                        |                            |
| <b>CE37</b> Gain awareness of different cultures through experiences with a variety of music and movement activities Movement and Dance | <ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>                                 |                            |
| <b>CE38</b> Experience and use movement to reinforce learning in other curricular areas                                                 | <ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> <li>Songs Around the World</li> </ul> |                            |
| <b>Visual Arts</b>                                                                                                                      |                                                                                                                        |                            |
| <b>CE39</b> Show interest using different art media and materials in a variety of ways for creative expression and representation       | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.          |                            |
| <b>CE40</b> Plan and create original drawings, paintings, models, and other art creations using a variety of media                      | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.          |                            |
| <b>CE41</b> Share experiences, ideas, and thoughts about artistic creations                                                             | <ul style="list-style-type: none"> <li>Squirrel's Sketches</li> </ul>                                                  |                            |
| <b>CE42</b> Use a variety of art materials and activities for sensory experiences                                                       | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.          |                            |
| <b>CE43</b> Express interest in and show respect for the creative work of others                                                        | <ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Party Time</li> </ul>                              |                            |
| <b>CE44</b> Express experiences and feelings through a variety of artistic processes and creation                                       | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.          |                            |

| Delaware Early Learning Standards                                                            | Waterford Digital Activities                                                                                                                                                                                                        | Waterford Family Resources                                                                  |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>Dramatic play</b>                                                                         |                                                                                                                                                                                                                                     |                                                                                             |
| <b>CE45</b> Represent fantasy and real-life experiences through pretend play                 | 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. |                                                                                             |
| <b>CE46</b> Show imagination and creativity in play                                          | <ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul> |
| <b>CE47</b> Participate in adult-guided dramatic activities                                  | <ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>• What Would You Do?</li> </ul>                      |
| <b>CE48</b> Engage in cooperative pretend play with another child                            | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul> |
| <b>PHYSICAL DEVELOPMENT AND HEALTH</b>                                                       |                                                                                                                                                                                                                                     |                                                                                             |
| <b>Fine Motor</b>                                                                            |                                                                                                                                                                                                                                     |                                                                                             |
| <b>PD31</b> Develop strength, small-motor control, and coordination through daily activities | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.                                                                                                                                            | <ul style="list-style-type: none"> <li>• Yoga Poster</li> </ul>                             |
| <b>PD32</b> Develop and use eye-hand coordination to perform a variety of tasks              | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.                                                                                                                                            |                                                                                             |
| <b>PD33</b> Explore and experiment with a variety of tools                                   | <ul style="list-style-type: none"> <li>• Songs: Position Cat; Five Senses</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>                   |

| Delaware Early Learning Standards                                                                           | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                   | Waterford Family Resources                                                                        |
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| <b>Gross Motor</b>                                                                                          |                                                                                                                                                                                                                                                                                                                                                |                                                                                                   |
| <b>PD34</b> Increase strength, balance, coordination, flexibility, stamina, and control in motor activities |                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Move and Groove-Fun Movements</li> </ul>                 |
| <b>PD35</b> Demonstrate body and space awareness, to move and stop with control over speed and direction    | <ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Books: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul> |                                                                                                   |
| <b>PD36</b> Develop the ability to coordinate increasingly complex movements                                |                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Move and Groove Poster</li> <li>• Yoga Poster</li> </ul> |
| <b>Health Awareness and Practice</b>                                                                        |                                                                                                                                                                                                                                                                                                                                                |                                                                                                   |
| <b>D37</b> Expand knowledge and respect for their bodies                                                    | <ul style="list-style-type: none"> <li>• Songs: Health</li> <li>• Healthy Food</li> </ul>                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• My Healthy Plate</li> </ul>                              |
| <b>PD38</b> Engage in daily physical activity, both indoors and outdoors                                    | <ul style="list-style-type: none"> <li>• Books: We All Exercise</li> <li>• Exercise and Rest</li> </ul>                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Yoga Poster</li> </ul>                                   |
| <b>PD39</b> Learn about and practice health and hygiene routines                                            | <ul style="list-style-type: none"> <li>• Songs: Sun Blues</li> <li>• Books: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</li> </ul>                                                                                                                                                       |                                                                                                   |

| Delaware Early Learning Standards                                              | Waterford Digital Activities                                                                                                 | Waterford Family Resources                                                                                       |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Health Awareness and Practice <i>continued</i>                                 |                                                                                                                              |                                                                                                                  |
| <b>PD40</b> Experience and learn about healthy lifestyle practices             | <ul style="list-style-type: none"><li>• Books: The Germs</li><li>• Avoid Germs and Prevent Illness</li><li>• Germs</li></ul> |                                                                                                                  |
| <b>PD41</b> Learn about and demonstrate safe behaviors and accident prevention | <ul style="list-style-type: none"><li>• Songs: Sun Blues</li><li>• Lightning Safety</li></ul>                                | <ul style="list-style-type: none"><li>• Emergency Preparedness for Kids</li><li>• Fire Safety for Kids</li></ul> |

## Pre-Reading

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites / Pairs / Watch the Woolly Worm

### Read With Me Books

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

### Early Readable Books

At Bat / The Map / Rad Dad / My Tam-Tam / Go, Cam! / Pop / The Hot Pot / A Kit for the Pit / Big Dog Dot / A Big Win / I See You

## Basic Reading

### Traditional Tales & Stories

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

### Informational Books

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

### Readable Books

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

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

## Fluent Reading

### Read-Along Books

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

### Informational Books

The Piñata Book / Discovering Dinosaurs / Treasures from the Loom / The Courage to Learn / Bee's Secret / Sound / White-tailed Deer / Water / Winter Snoozers / Amazing Tails / The Pizza Book

### Readable Books

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

### Readable Story Sentences

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

## Pre-Math 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.

## 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).*