

CURRICULUM

Correlation

*Waterford
UPSTART*

100%

*Colorado Early
Learning &
Development
Guidelines*

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PHYSICAL DEVELOPMENT & HEALTH	
1. PHYSICAL HEALTH STATUS: THE MAINTENANCE OF HEALTHY AND AGE-APPROPRIATE PHYSICAL WELL-BEING.	
1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
2. Participate in the prevention and management of chronic health conditions and avoid toxins, such as lead.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight and height by age.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
4. Get sufficient rest and exercise to support healthy development.	<ul style="list-style-type: none"> Book: We All Exercise Exercise and Rest
2. HEALTH KNOWLEDGE & PRACTICE: THE UNDERSTANDING OF HEALTHY AND SAFE HABITS AND PRACTICING HEALTHY HABITS.	
1. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	<ul style="list-style-type: none"> Book: The Germs Avoid Germs and Prevent Illness
2. Communicate an understanding of the importance of health and safety routines and rules.	<ul style="list-style-type: none"> Book: The Germs Avoid Germs and Prevent Illness
3. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.	<ul style="list-style-type: none"> Book: The Germs Avoid Germs and Prevent Illness
4. Distinguish food on a continuum from most healthy to less healthy.	<ul style="list-style-type: none"> Song: Health Healthy Food
5. Eat a variety of nutritious foods.	<ul style="list-style-type: none"> Song: Health Healthy Food
6. Participate in structured and unstructured physical activities.	<ul style="list-style-type: none"> Book: We All Exercise
7. Recognize the importance of doctor and dentist visits.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
8. Cooperate during doctor and dentist visits and health and developmental screening.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
3. GROSS MOTOR SKILLS: THE CONTROL OF LARGE MUSCLES FOR MOVEMENT, NAVIGATION, AND BALANCE.	
1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document. Song: Head, Shoulders, Knees, and Toes

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
4. FINE MOTOR SKILLS: THE CONTROL OF SMALL MUSCLES FOR SUCH PURPOSES AS USING UTENSILS, SELF-CARE, BUILDING, AND EXPLORING.	
1. Develop hand strength and dexterity.	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
2. Develop hand-eye coordination to use everyday tools, such as pitchers for pouring or utensils for eating.	The daily use of a touch pad or mouse develops eye-hand coordination.
3. Manipulate a range of objects, such as blocks or books.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
4. Manipulate writing, drawing, and art tools.	Waterford encourages everyone to have writing and art materials available for children’s creations.
SOCIAL & EMOTIONAL DEVELOPMENT	
1. SOCIAL RELATIONSHIPS: THE HEALTHY RELATIONSHIPS AND INTERACTIONS WITH ADULTS AND PEERS.	
1. Communicate with familiar adults and accept or request guidance.	<ul style="list-style-type: none"> It’s Not Fair! Find Me! Where’s Papa? Lost and Found Do I Have To?
2. Cooperate with others.	<ul style="list-style-type: none"> Clubhouse Marmot Basket Soup’s On! Party Time Musical Mayhem
3. Develop friendships with peers.	<ul style="list-style-type: none"> Clubhouse Marmot Basket Soup’s On!
4. Establish secure relationships with adults.	<ul style="list-style-type: none"> My Family It’s Not Fair! Find Me! Where’s Papa? Lost and Found Do I Have To?
5. Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	<ul style="list-style-type: none"> Do I Have To? Soup’s On! See “Family Engagment Resources” at end of document.
6. Resolve conflict with peers alone and/ or with adult intervention as appropriate.	<ul style="list-style-type: none"> Do I Have To? It’s Not Fair!
7. Recognize and label others’ emotions.	<ul style="list-style-type: none"> Boo Hoo Baby Lost and Found Musical Mayhem
8. Express empathy and sympathy to peers.	<ul style="list-style-type: none"> Boo Hoo Baby Musical Mayhem Do I Have To?
9. Recognize how actions affect others and accept consequences of one’s actions.	<ul style="list-style-type: none"> Do I Have To? See “Family Engagment Resources” at end of document.

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
2. SELF-CONCEPT AND SELF-EFFICACY: THE PERCEPTION THAT ONE IS CAPABLE OF SUCCESSFULLY MAKING DECISIONS, ACCOMPLISHING TASKS, AND MEETING GOALS.	
1. Identify personal characteristics, preferences, thoughts, and feelings.	<ul style="list-style-type: none"> Find Me! Lost and Found My Family Squirrel's Sketches
2. Demonstrate age-appropriate independence in a range of activities, routines, and tasks.	<ul style="list-style-type: none"> Perfect Present See "Family Engagment Resources" at end of document.
3. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	<ul style="list-style-type: none"> Perfect Present See "Family Engagment Resources" at end of document.
4. Demonstrate age-appropriate independence in decision making regarding activities and materials.	<ul style="list-style-type: none"> Perfect Present See "Family Engagment Resources" at end of document.
3. SELF-REGULATION: THE ABILITY TO RECOGNIZE AND REGULATE EMOTIONS, ATTENTION, IMPULSES, AND BEHAVIOR.	
1. Recognize and label emotions.	<ul style="list-style-type: none"> Boo Hoo Baby Lost and Found It's Not Fair!
2. Handle impulses and behavior with minimal direction from adults.	<ul style="list-style-type: none"> See "Family Engagment Resources" at end of document.
3. Follow simple rules, routines, and directions.	<ul style="list-style-type: none"> See "Family Engagment Resources" at end of document.
4. Shift attention between tasks and move through transitions with minimal direction from adults.	Waterford runs on a dynamic sequence engine that responds to each child's individual interactions. Children progress through the activities independently.
4. EMOTIONAL AND BEHAVIORAL HEALTH: A HEALTHY RANGE OF EMOTIONAL EXPRESSION AND LEARNING POSITIVE ALTERNATIVES TO AGGRESSIVE OR ISOLATING BEHAVIORS.	
1. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	<ul style="list-style-type: none"> Lost and Found It's Not Fair! Clubhouse
2. Refrain from disruptive, aggressive, angry, or defiant behaviors.	<ul style="list-style-type: none"> See "Family Engagment Resources" at end of document.
3. Adapt to new environments with appropriate emotions and behaviors.	<ul style="list-style-type: none"> See "Family Engagment Resources" at end of document.
ENGLISH LANGUAGE DEVELOPMENT	
1. RECEPTIVE ENGLISH LANGUAGE SKILLS: THE ABILITY TO COMPREHEND OR UNDERSTAND THE ENGLISH LANGUAGE.	
1. Participate with movement and gestures while other children and the teachers dance and sing in English.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody See "Family Engagment Resources" at end of document.
2. Acknowledge or respond nonverbally to common words or phrases, such as "hello," "good bye," "snack time," and "bathroom," when accompanied by adult gestures.	<ul style="list-style-type: none"> See "Family Engagment Resources" at end of document.

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
1. RECEPTIVE ENGLISH LANGUAGE SKILLS: THE ABILITY TO COMPREHEND OR UNDERSTAND THE ENGLISH LANGUAGE <i>continued</i>.	
3. Point to body parts when asked, "Where is your nose, hand, leg...?"	<ul style="list-style-type: none"> • Book: I Touch My Nose Like This • Body Parts • Parts of the Face
4. Comprehend and respond to increasingly complex and varied English vocabulary, such as "Which stick is the longest?" and "Why do you think the caterpillar is hungry?"	Waterford provides Native Language Support. When this feature is enabled and students click Repeat during an activity, they hear the instructions in their primary language and then they hear the instructions again in English.
5. Follow multi-step directions in English with minimal cues or assistance.	Waterford provides Native Language Support. When this feature is enabled and students click Repeat during an activity, they hear the instructions in their primary language and then they hear the instructions again in English. While interacting with the Waterford sequence, children listen to and follow multi-step directions.
2. EXPRESSIVE ENGLISH LANGUAGE SKILLS: THE ABILITY TO SPEAK OR USE ENGLISH.	
1. Repeat word or phrase to self, such as "bus" while the group sings the song "Wheels on the Bus" or "brush teeth" after lunch.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
2. Request items in English, such as "car," "milk," "book," or "ball."	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
3. Use one or two English words, sometimes joined to represent a bigger idea, such as "throwball."	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
4. Use increasingly complex and varied English vocabulary.	ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.
5. Construct sentences, such as "The apple is round." or "I see a fire truck with lights on."	ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.
3. ENGAGEMENT IN ENGLISH LITERACY ACTIVITIES: UNDERSTANDING AND RESPONDING TO BOOKS, STORYTELLING, AND SONGS PRESENTED IN ENGLISH.	
1. Demonstrate eagerness to participate in songs, rhymes, and stories in English.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read With Me Books (See titles at end of document.)
2. Point to pictures and says the word in English, such as "frog," "baby," "run."	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
3. Learn part of a song or poem in English and repeat it.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.)
4. Talk with peers or adults about a story read in English.	<ul style="list-style-type: none"> • Read With Me Books (See titles at end of document.)
5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.	ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
LANGUAGE DEVELOPMENT	
1. RECEPTIVE ENGLISH LANGUAGE SKILLS: THE ABILITY TO COMPREHEND OR UNDERSTAND THE ENGLISH LANGUAGE.	
1. Attend to language during conversations, songs, stories, or other learning experiences.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)
2. Comprehend increasingly complex and varied vocabulary.	Waterford provides many activities related to vocabulary acquisition and use. Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
3. Comprehend different forms of language, such as questions or exclamations.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentence Marks
4. Comprehend different grammatical structures or rules for using language.	Waterford provides many activities related to conventions and rules of standard English grammar and usage. <ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences
2. EXPRESSIVE LANGUAGE: THE ABILITY TO USE LANGUAGE.	
1. Engage in communication and conversation with others.	Waterford's Social Emotional videos model multiple back and forth conversations, initiated and responded to by different characters.
2. Use language to express ideas and needs.	<ul style="list-style-type: none"> • See "Family Engagment Resources" at end of document.
3. Use increasingly complex and varied vocabulary.	Waterford provides many activities related to vocabulary acquisition and use. Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
4. Use different forms of language.	<ul style="list-style-type: none"> • Book: Seeing Fingers
5. Use different grammatical structures for a variety of purposes.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentence Marks
6. Engage in storytelling.	<ul style="list-style-type: none"> • Read With Me Books (See titles at end of document.) • Step Into the Story • Sum Up, Five Ws • Describe Characters
7. Engage in conversations with peers and adults.	<ul style="list-style-type: none"> • See "Family Engagment Resources" at end of document.
LITERACY KNOWLEDGE & SKILLS	

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
1. BOOK APPRECIATION AND KNOWLEDGE: THE INTEREST IN BOOKS AND THEIR CHARACTERISTICS, AND THE ABILITY TO UNDERSTAND AND GET MEANING FROM STORIES AND INFORMATION FROM BOOKS AND OTHER TEXTS.	
1. Show interest in shared reading experiences and looking at books independently.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)
2. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted, which helps show the sequence of print. Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.
3. Ask and answer questions and make comments about print materials.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Find An Answer • Look At Details
4. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)
5. Retell stories or information from books through conversation, artistic works, creative movement, or drama.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up, Remember Order • Describe Characters • What Comes Next?
6. Make predictions based on illustrations or portions of story or text.	<ul style="list-style-type: none"> • Peek at the Story • Connect to Me • Words Tell About the Pictures
2. PHONOLOGICAL AWARENESS: AN AWARENESS THAT LANGUAGE CAN BE BROKEN INTO WORDS, SYLLABLES, AND SMALLER PIECES OF SOUND.	

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
1. Identify and discriminate between words in language.	Waterford provides activities that teach phonological awareness. The activities progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.
2. Identify and discriminate between separate syllables in words.	<ul style="list-style-type: none"> Syllables Syllable Safari
3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.	<ul style="list-style-type: none"> Initial Sound Right Initial Sound Final Sound Right Final Sound Rhyme Rhyming Words Song Rhyme Match Finish the Picture One Doesn't Rhyme Where Is the Sound?
4. Recognize patterns of sounds in songs, storytelling, and poetry.	<ul style="list-style-type: none"> Read With Me Books Sing a Rhyme Songs/Books Decodable Books (See titles at end of document.)
3. ALPHABET KNOWLEDGE: THE NAMES AND SOUNDS ASSOCIATED WITH LETTERS.	
1. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	<ul style="list-style-type: none"> ABC Songs Distinguish Letters Alphabet Review Letter Checker Find the Letter Name That Letter Similarities and Differences in Letters
2. Recognize that letters of the alphabet have distinct sound(s) associated with them.	<ul style="list-style-type: none"> Letter Sound Songs Name That Letter Sound Letter Sound Letter Sound Screening Sound Room Choose a Sound Where Is the Sound?
3. Attend to the beginning letters and sounds in familiar words.	<ul style="list-style-type: none"> ABC Songs Alphabet Review Letter Pictures Name That Letter Letter Sound Songs Name That Letter Sound Letter Sound Letter Sound Screening Sound Room Initial Sound Right Initial Sound
3. ALPHABET KNOWLEDGE: THE NAMES AND SOUNDS ASSOCIATED WITH LETTERS <i>continued</i>.	

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
4. Identify letters and associate correct sounds with letters.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Letter Checker • Fast Letter Fun • Catch a Letter • Letter Pictures • Hidden Letters • Hidden Pictures • Find the Letter • Name That Letter • Distinguish Letters • Similarities and Differences in Letters • Letter Sound Songs • Name That Letter Sound • Letter Sound • Letter Sound Screening • Sound Room
4. PRINT CONCEPTS AND CONVENTIONS: THE CONCEPTS ABOUT PRINT AND EARLY DECODING (IDENTIFYING LETTER-SOUND RELATIONSHIPS).	
1. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.	<ul style="list-style-type: none"> • Words In Your World • Letters Make Words • Distinguish Letters • What's Your Name? • Explain Numbers
2. Understand that print conveys meaning.	<ul style="list-style-type: none"> • Print Concepts • Words Tell About the Pictures • Picture Story • Look, Listen, and Match
3. Understand conventions, such as print moves from left to right and top to bottom of a page.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.
4. Recognize words as a unit of print and understand that letters are grouped to form words.	<ul style="list-style-type: none"> • Letters Make Words • Picture Story • Look, Listen, and Match
5. Recognize the association between spoken or signed and written words.	<ul style="list-style-type: none"> • Letters Make Words • Picture Story • Look, Listen, and Match
5. EARLY WRITING: THE FAMILIARITY WITH WRITING IMPLEMENTS, CONVENTIONS, AND EMERGING SKILLS TO COMMUNICATE THROUGH WRITTEN REPRESENTATIONS, SYMBOLS, AND LETTERS.	

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
1. Experiment with writing tools and materials.	Waterford encourages everyone to have writing and art materials available for children's creations.
2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.	<ul style="list-style-type: none"> Read With Me Books Informational Books (See titles at end of document.)
3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	Waterford encourages everyone to have writing and art materials available for children's creations.
4. Copy, trace, or independently write letters or words.	<ul style="list-style-type: none"> Letter Pictures Letter Picture Writing Distinguish Letters Similarities and Differences in Letters Alphabet Review What's Your Name?
5. Dictate ideas to an adult.	<ul style="list-style-type: none"> See "Family Engagment Resources" at end of document.
6. Identify information that is relevant.	<ul style="list-style-type: none"> See "Family Engagment Resources" at end of document.
LOGIC & REASONING	
1. REASONING AND PROBLEM-SOLVING: THE ABILITY TO RECOGNIZE, UNDERSTAND, AND ANALYZE A PROBLEM AND DRAW ON KNOWLEDGE OR EXPERIENCE TO SEEK SOLUTIONS TO A PROBLEM.	
1. Seek multiple solutions to a question, task, or problem.	<ul style="list-style-type: none"> Clubhouse Marmot Basket Musical Mayhem Perfect Present
2. Recognize cause-and-effect relationships.	<ul style="list-style-type: none"> Boo Hoo Baby Marmot Basket
3. Classify, compare, and contrast objects, events, and experiences.	<ul style="list-style-type: none"> Songs: Savanna Size; Measuring Plants Book: For the Birds What Comes Next? Greater Than, Less Than More Than, Fewer Than More Than Fewer Than Size Order Size Big and Little Tall and Short Heavy and Light
4. Use past knowledge to build new knowledge.	<ul style="list-style-type: none"> Connect to Me Step Into the Story Build Knowledge
5. Know that problems can be identified and possible solutions can be created.	<ul style="list-style-type: none"> Book: Milton's Mittens Problem Solving Strategies Boo Hoo Baby Marmot Basket Musical Mayhem Perfect Present
2. SYMBOLIC REPRESENTATION: THE USE OF SYMBOLS OR OBJECTS TO REPRESENT SOMETHING ELSE.	

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
1. Represent people, places, or things through drawings, movement, and three- dimensional objects.	Waterford encourages everyone to have writing and art materials available for children’s creations.
2. Engage in pretend play and act out roles.	<ul style="list-style-type: none"> Pretend Play Papa’s Play
3. Recognize the difference between pretend or fantasy situations and reality.	<ul style="list-style-type: none"> Pretend Play Real and Make-believe
MATHEMATICS KNOWLEDGE & SKILLS	
1. NUMBER CONCEPTS AND QUANTITIES: THE UNDERSTANDING THAT NUMBERS REPRESENT QUANTITIES AND HAVE ORDINAL PROPERTIES (NUMBER WORDS REPRESENT A RANK ORDER, PARTICULAR SIZE, OR POSITION IN A LIST).	
1. Recognize numbers and quantities in the everyday environment.	<ul style="list-style-type: none"> Explain Numbers Numbers Number Instruction Number Recognition and Sense
2. Recite numbers in the correct order and understand that numbers come “before” or “after” one another.	<ul style="list-style-type: none"> Counting Songs Order Numbers Number Line Number Chart Counting Puzzle
3. Associate quantities and the names of numbers with written numerals.	<ul style="list-style-type: none"> Numbers Number Instruction Number Counting Number Recognition and Sense Make and Count Groups One-to-one Correspondence Counting Puzzle
4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.	<ul style="list-style-type: none"> One-to-one Correspondence Match Numbers Number Instruction Number Counting Number Recognition and Sense Make and Count Groups Counting Puzzle
5. Use the number name of the last object counted to represent the number of objects in the set.	<ul style="list-style-type: none"> One-to-one Correspondence Match Numbers Number Instruction Number Counting Number Recognition and Sense Make and Count Groups Counting Puzzle
2. NUMBER RELATIONSHIPS AND OPERATIONS: THE USE OF NUMBERS TO DESCRIBE RELATIONSHIPS AND SOLVE PROBLEMS.	

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
1. Use a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms, such as more, less, greater than, fewer, or equal to.	<ul style="list-style-type: none"> Songs: More Than, Fewer Than; Greater Than, Less Than Book: For the Birds Greater Than, Less Than More Than, Fewer Than More Than Fewer Than One-to-one Correspondence Match Numbers Number Instruction Number Counting Number Recognition and Sense Make and Count Groups Counting Puzzle
2. Recognize that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	<ul style="list-style-type: none"> Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; On the Bayou; Addition Books: Five Delicious Muffins Make and Count Groups Add Groups Subtract Groups Act Out Addition Act Out Subtraction Dominoes
3. Identify the new number created when numbers are combined or separated.	<ul style="list-style-type: none"> Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; On the Bayou; Addition Books: Five Delicious Muffins Make and Count Groups Add Groups Subtract Groups Act Out Addition Act Out Subtraction Sums Dominoes
3. GEOMETRY AND SPATIAL SENSE: THE UNDERSTANDING OF SHAPES, THEIR PROPERTIES, AND HOW OBJECTS ARE RELATED TO ONE ANOTHER	
1. Recognize and name common shapes, their parts, and attributes.	<ul style="list-style-type: none"> Song: Shapes, Shapes, Shapes; Corners and Sides; Kites Book: The Shape of Things; Imagination Shapes Simple Shapes Space Shapes Solid Shapes World Shapes Circle, Square, Triangle, Rectangle Oval, Star, Semicircle, Diamond, Octagon
2. Combine and separates shapes to make other shapes.	<ul style="list-style-type: none"> Geoboard Tangrams
3. GEOMETRY AND SPATIAL SENSE: THE UNDERSTANDING OF SHAPES, THEIR PROPERTIES, AND HOW OBJECTS ARE RELATED TO ONE ANOTHER <i>continued</i>	

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
3. Compare objects in size and shape.	<ul style="list-style-type: none"> • Song: Savanna Size; Large, Larger, Largest • Size • Order Size • Similar Figures • Tall and Short • Heavy and Light • Big and Little
4. Understand directionality, order, and position of objects, such as up, down, in front, and behind.	<ul style="list-style-type: none"> • Song: Positioning • Book: Up in the Air • Order Size • Order Numbers • Above, Below, Next to, On • Over, Under, Above, Below • Over, Under, and Through • First, Next, and Last • Inside, Outside, Between • Right, Left
4. PATTERNS: THE RECOGNITION OF PATTERNS, SEQUENCING, AND CRITICAL THINKING SKILLS NECESSARY TO PREDICT AND CLASSIFY OBJECTS IN A PATTERN.	
1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry; Train Station Patterns • Book: Buttons, Buttons • Sort • Patterns • Pattern AB, ABB, ABC • Logic Game
2. Recognize, duplicate, and extend simple patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB, ABB, ABC • Logic Game
3. Create patterns through the repetition of a unit.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB, ABB, ABC • Logic Game
5. MEASUREMENT AND COMPARISON: THE UNDERSTANDING OF ATTRIBUTES AND RELATIVE PROPERTIES OF OBJECTS AS RELATED TO SIZE, CAPACITY, AND AREA.	
1. Compare objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier).	<ul style="list-style-type: none"> • Song: Savanna Size; Large, Larger, Largest • Size • Order Size • Similar Figures • Tall and Short • Heavy and Light • Big and Little
5. MEASUREMENT AND COMPARISON: THE UNDERSTANDING OF ATTRIBUTES AND RELATIVE PROPERTIES OF OBJECTS AS RELATED TO SIZE, CAPACITY, AND AREA <i>continued</i>.	

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
2. Order objects by size or length.	<ul style="list-style-type: none"> • Song: Savanna Size; Large, Larger, Largest • Size • Order Size • Similar Figures • Tall and Short • Heavy and Light • Big and Little
3. Use nonstandard and standard techniques and tools to measure and compare.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length
4. Describe the order of common events.	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? • First, Next, and Last
5. Sequence a simple set of activities or events.	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? • First, Next, and Last
SCIENCE KNOWLEDGE & SKILLS	
1. SCIENTIFIC SKILLS AND METHOD: THE SKILLS TO OBSERVE AND COLLECT INFORMATION AND USE IT TO ASK QUESTIONS, PREDICT, EXPLAIN, AND DRAW CONCLUSIONS.	
1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Touch • Taste • Smell
2. Observe and discuss common properties, differences, and comparisons among objects.	<ul style="list-style-type: none"> • Song: Savanna Size; Large, Larger, Largest • Size • Order Size • Similar Figures • Tall and Short • Heavy and Light • Big and Little
3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	<ul style="list-style-type: none"> • Song: The Scientific Method • Observe a Simple System
4. Collect, describe, and record information through discussions, drawings, maps, and charts.	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System
5. Describe and discuss predictions, explanations, and generalizations based on past experience.	<ul style="list-style-type: none"> • Peek at the Story • Connect to Me
2. CONCEPTUAL KNOWLEDGE OF THE NATURAL AND PHYSICAL WORLD: THE ACQUISITION OF CONCEPTS AND FACTS RELATED TO THE NATURAL AND PHYSICAL WORLD AND THE UNDERSTANDING OF NATURALLY-OCCURRING RELATIONSHIPS.	

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
1. Observe, describe, and discuss living things and natural processes.	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: Guess What I Am; Creepy Crawlers • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal
2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles.	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: Guess What I Am; Creepy Crawlers • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal
3. Observe, describe, and discuss properties of materials and transformation of substances	<ul style="list-style-type: none"> • Song: Solid or Liquid • Solid and Liquid
4. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes.	<ul style="list-style-type: none"> • Song: Seasons; Sun Blues; The Moon; Precipitation • Book: That's What I Like, A Book About Seasons; Star Pictures • Summer • Spring • Fall • Winter • Sun • Moon • Clouds • Constellations • Weather • Calendar/Graph Weather
2. CONCEPTUAL KNOWLEDGE OF THE NATURAL AND PHYSICAL WORLD: THE ACQUISITION OF CONCEPTS AND FACTS RELATED TO THE NATURAL AND PHYSICAL WORLD AND THE UNDERSTANDING OF NATURALLY-OCCURRING RELATIONSHIPS <i>continued.</i>	

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
5. Observe and describe patterns observed over the course of a number of days and nights, possibly including differences in the activities or appearance of plants and animals.	<ul style="list-style-type: none"> Song: Seasons; Sun Blues; The Moon; Precipitation Book: That's What I Like, A Book About Seasons; Star Pictures Summer Spring Fall Winter Sun Moon Clouds Constellations Weather Calendar/Graph Weather
6. Recognize and investigate cause- and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects.	<ul style="list-style-type: none"> Song: Push and Pull Book: Mr. Mario's Neighborhood Push and Pull Magnets
SOCIAL STUDIES KNOWLEDGE & SKILLS	
1. SELF, FAMILY, AND COMMUNITY: THE UNDERSTANDING OF ONE'S RELATIONSHIP TO THE FAMILY AND COMMUNITY, ROLES IN THE FAMILY AND COMMUNITY, AND RESPECT FOR DIVERSITY.	
1. Identify personal and family structure.	<ul style="list-style-type: none"> Come Inside My Family
2. Understand similarities and respect differences among people.	<ul style="list-style-type: none"> Books: Seeing Fingers; In the Rain; Moving Day; Tortillas, Tortillas Step into the Story: Seeing Fingers; In the Rain
3. Recognize a variety of jobs and the work associated with them.	<ul style="list-style-type: none"> Books: Play Ball; Follow the Apples
4. Understand the reasons for rules in the home and classroom and for laws in the community.	<ul style="list-style-type: none"> See "Family Engagment Resources" at end of document.
5. Describe or draw aspects of the geography of the classroom, home, and community.	<ul style="list-style-type: none"> See "Family Engagment Resources" at end of document.
6. Recognize money and identify its purpose.	<ul style="list-style-type: none"> Song: Save Your Pennies Pretend Play
2. PEOPLE AND THE ENVIRONMENT: THE UNDERSTANDING OF THE RELATIONSHIP BETWEEN PEOPLE AND THE ENVIRONMENT IN WHICH THEY LIVE.	
1. Recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	<ul style="list-style-type: none"> Song: I Am Part of All I See Book: Where In the World Would You Go Today?
2. Recognize that people share the environment with other people, animals, and plants.	<ul style="list-style-type: none"> Songs: Pollution Rap; I Am Part of All I See
3. Understand that people can take care of the environment through activities, such as recycling.	<ul style="list-style-type: none"> Song: Pollution Rap Pollution and Recycling
3. HISTORY AND EVENTS: THE UNDERSTANDING THAT EVENTS HAPPENED IN THE PAST AND HOW THESE EVENTS RELATE TO ONE'S SELF, FAMILY, AND COMMUNITY.	
1. Differentiate between past, present, and future.	<ul style="list-style-type: none"> Yesterday/Tomorrow Today

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
2. Recognize events that happened in the past, such as family or personal history.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
3. Understand that how people live and what they do changes over time.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
CREATIVE ARTS EXPRESSION	
1. MUSIC: THE USE OF VOICE AND INSTRUMENTS TO CREATE SOUNDS.	
1. Participate in music activities, such as listening, singing, or performing.	<p>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.</p> <ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Baby’s Ballet Mama’s Melody
2. Experiment with musical instruments.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
3. Respond to rhythmic patterns and elements of music using expressive movement.	<ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This Sing a Rhyme Songs/Books (See titles at end of document.)
4. Improvise movement and sound responses to music.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Baby’s Ballet
5. Describe and respond to musical elements.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Baby’s Ballet Mama’s Melody
6. Recognize a wide variety of sounds and sound sources.	<ul style="list-style-type: none"> Common Sounds
7. Express feeling responses to music.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Baby’s Ballet Mama’s Melody
8. Recognize music in daily life.	<p>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.</p> <ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.)
2. CREATIVE MOVEMENT AND DANCE: THE USE OF THE BODY TO MOVE TO MUSIC AND EXPRESS ONESELF.	
1. Express what is felt and heard in various musical tempos and styles.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
2. Move to different patterns of beat and rhythm in music.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
3. Use creative movement to express concepts, ideas, or feelings.	<ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This Sing a Rhyme Songs/Books (See titles at end of document.)
4. Demonstrate simple phrases of movement in time and space.	<ul style="list-style-type: none"> Baby’s Ballet
5. Attentively observe a dance performance.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
6. Recognize dances from around the world.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
3. ART: THE USE OF A RANGE OF MEDIA AND MATERIALS TO CREATE DRAWINGS, PICTURES, OR OTHER OBJECTS.	
1. Use different materials and techniques to make art creations.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
2. Discuss one’s own artistic creations and those of others.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document. Squirrel’s Sketches
3. Know that works of art can represent people, places, and things.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
4. Identify art in daily life.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
5. Understand that artists have an important role in communities	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
4. DRAMA & THEATRE ARTS: THE PORTRAYAL OF EVENTS, CHARACTERS, OR STORIES THROUGH ACTING AND USING PROPS AND LANGUAGE.	
1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.	<ul style="list-style-type: none"> Papa’s Play
2. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.	<ul style="list-style-type: none"> Pretend Play Papa’s Play
3. Respond to stories and plays.	<ul style="list-style-type: none"> See “Family Engagment Resources” at end of document.
APPROACHES TO LEARNING	
1. INITIATIVE AND CURIOSITY: AN INTEREST IN VARIED TOPICS AND ACTIVITIES, A DESIRE TO LEARN, CREATIVITY, AND INDEPENDENCE IN LEARNING.	
1. Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver Pretend Play Perfect Present Squirrel’s Sketches Soup’s On! Where’s Papa? Find Me!
1. INITIATIVE AND CURIOSITY: AN INTEREST IN VARIED TOPICS AND ACTIVITIES, A DESIRE TO LEARN, CREATIVITY, AND INDEPENDENCE IN LEARNING <i>continued</i>.	

COLORADO STANDARDS	WATERFORD DIGITAL RESOURCES
2. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver Science Investigation
3. Ask questions and seek new information.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver Science Investigation
2. PERSISTENCE AND ATTENTIVENESS: THE ABILITY TO BEGIN AND FINISH ACTIVITIES WITH PERSISTENCE AND ATTENTION.	
1. Maintain interest in a project or activity until completed.	Waterford provides support throughout each activity. The support can range from repeating instructions to offering encouragement and various hints to step-by-step, follow-me directions.
2. Set goals and develop and follow through on plans.	Waterford helps children build persistence by allowing them to click on the “Repeat” button to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided throughout each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me directions.
3. COOPERATION: AN INTEREST AND ENGAGEMENT IN GROUP EXPERIENCES.	
1. Plan, initiate, and complete learning activities with peers.	<ul style="list-style-type: none"> Clubhouse Marmot Basket Perfect Present Party Time!
2. Join in cooperative play with others and invite others to play.	<ul style="list-style-type: none"> Clubhouse Marmot Basket Find Me!
3. Model or teach peers.	• See “Family Engagement Resources” at end of document.
4. Help, share, and cooperate in a group.	• See “Family Engagement Resources” at end of document.



PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

Readable (Walk-through/Jump-through/Record Titles)

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



FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

The Pinata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

Readable Books (Record, Read, Listen) Titles

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

Sentence Dictation Titles

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



PRE-MATH & SCIENCE

Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

Counting Songs

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

Number Songs

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

BASIC MATH & SCIENCE

Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

FLUENT MATH & SCIENCE

Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair

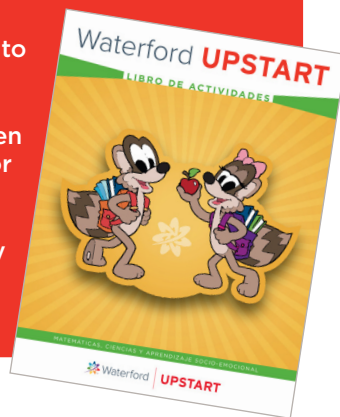
FAMILY ENGAGEMENT RESOURCES

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford UPSTART families. Please visit [Waterford Mentor](#) to see the most current resources and activities.

WATERFORD MENTOR

Waterford Mentor is a secure website where Waterford UPSTART families log in to see their child's usage and learning achievements. Families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities.

The Waterford UPSTART Activity Books are available to many families. These books include resources designed specifically for young children as well as family activities for reading, writing, math, and science. All activities in the Waterford UPSTART Activity Book are available online at Waterford Mentor.



Waterford Mentor is available online and in the Waterford Mentor app (for iOS and Android).

SAMPLE ACTIVITIES

Families can find the following resources—and many more—at Waterford Mentor. These resources are also available in Spanish.

Social-Emotional Learning

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

Math and Science

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

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

Language and Literacy

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

Books (coming soon in Spanish)

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

CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford.org is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.