

CURRICULUM *Correlation*

*Waterford
UPSTART*

99%

*Connecticut
Early Learning
and Development
Standards 2014*

TABLE OF CONTENTS

COGNITION 1

- Strand A: Early Learning experiences will support children to develop effective approaches to learning.....1
- Strand B: Early Learning experiences will support children to use logic and reasoning.....1
- Strand C: Early Learning experiences will support children to strengthen executive function..... 2

SOCIAL AND EMOTIONAL DEVELOPMENT..... 3

- Strand A: Early Learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers..... 3
- Strand B: Early Learning experiences will support children to develop self-regulation..... 3
- Strand C: Early Learning experiences will support children to develop, express, recognize and respond to emotions..... 4
- Strand D: Early Learning experiences will support children to develop self-awareness, self-concept and competence..... 4
- Strand E: Early Learning experiences will support children to develop social relationships..... 4

PHYSICAL DEVELOPMENT AND HEALTH 5

- Strand A: Early Learning experiences will support children to develop gross motor skills..... 5
- Strand B: Early Learning experiences will support children to develop fine motor skills..... 5
- Strand C: Early Learning experiences will support children to acquire adaptive skills.
Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical...... 5
- Strand D: Early Learning experiences will support children to maintain physical health status and well-being..... 6

LANGUAGE AND LITERACY..... 6

- Strand A: Early Learning experiences will support children to understand language (receptive language)..... 6
- Strand B: Early Learning experiences will support children to use language (expressive language).... 7
- Strand C: Early Learning experiences will support children to use language for social interaction 7
- Strand D: Early Learning experiences will support children to gain book appreciation and knowledge..... 8
- Strand E: Early Learning experiences will support children to gain knowledge of print and its uses.... 8
- Strand F: Early Learning experiences will support children to develop phonological awareness..... 9

- Strand G: Early Learning experiences will support children to convey meaning through drawing, letters and words..... 10

CREATIVE ARTS 10

- Strand A: Early Learning experiences will support children to engage in and enjoy the arts..... 10
- Strand B: Early Learning experiences will support children to explore and respond to creative works..... 10

MATHEMATICS.....11

- Strand A: Early Learning experiences will support children to understand counting and cardinality. . . 11
- Strand B: Early Learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).....12
- Strand C: Early Learning experiences will support children to understand the attributes and relative properties of objects (measurement and data)....12
- Strand D: Early Learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).....13

SCIENCE..... 13

- Strand A: Early Learning experiences will support children to apply scientific practices.....13
- Strand B: Early Learning experiences will support children to engage in the process of engineering. . .14
- Strand C: Early Learning experiences will support children to understand patterns, process and relationships of living things.....14
- Strand D: Early Learning experiences will support children to understand physical sciences.....14
- Strand E: Early Learning experiences will support children to understand features of earth..... 15

SOCIAL STUDIES..... 15

- Strand A: Early Learning experiences will support children to understand self, family and a diverse community..... 15
- Strand B: Early Learning experiences will support children to learn about people and the environment..... 15
- Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.....16
- Strand D: Early Learning experiences will support children to understand change over time..... 16

WATERFORD BOOKS AND RELATED ACTIVITIES 17

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
COGNITION	
Strand A: Early Learning experiences will support children to develop effective approaches to learning.	
Curiosity and Initiative	
C.60.1 Investigate ways to make something happen	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Magnets
Engagement with Environment, People, and Objects	
C.60.2 Express interest in learning about a specific topic over time	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation
C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
Eagerness to Learn	
C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others	<ul style="list-style-type: none"> • Squirrel's Sketches • Mama's Melody • The Picnic
Cooperation with Peers in Learning Experiences	
C.60.5 Plan and complete learning activity with a peer	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
C.60.6 Model or teach peers how to use materials or complete a task	<ul style="list-style-type: none"> • Pretend Play • Baby's Blocks
Strand B: Early Learning experiences will support children to use logic and reasoning.	
Cause and Effect	
C.60.7 Try multiple uses of same materials and observe differing results	<ul style="list-style-type: none"> • Pretend Play
Attributes, Sorting, and Patterns	
C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Size • Big and Little • Heavy and Light • Tall and Short
C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)	<ul style="list-style-type: none"> • Calendar • Yesterday/Tomorrow • Patterns • Logic Game
C.60.10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...")	

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Problem Solving	
C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas)	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation
Symbolic Representation	
C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand)	<ul style="list-style-type: none"> Pretend Play
C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality	<ul style="list-style-type: none"> Pretend Play Real and Make-believe
C.60.14 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure)	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> Soups On!
Strand C: Early Learning experiences will support children to strengthen executive function.	
Choosing and Planning	
C.6.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan	<p>Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready. Students may plan to enjoy Free Play after completing their lesson. Engaging activities throughout Waterford hold children’s attention as they concentrate on achieving their goal.</p>
Task Persistence	
C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration	<p>Engaging activities in Waterford hold children’s attention and build persistence by allowing them to click Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.</p>
Cognitive Flexibility	
C.60.17 Generate or seek out multiple solutions to a problem	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation
Working Memory	
LR.60.18 Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, “My mom used a screwdriver to fix our shelf.”)	<p>Social Emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules on topics that encourage children to contribute personal experiences.</p>

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Regulation of Attention and Impulses	
C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool)	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.”
SOCIAL AND EMOTIONAL DEVELOPMENT	
Strand A: Early Learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	
Trusting Relationships	
SE.60.1 Seek help and approval from a wider array of adults in trusted roles	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Squirrel’s Blocks
Managing Separation	
SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends’ caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult	<ul style="list-style-type: none"> • Soup’s On! • Dinner Time • The Picnic • Clubhouse • Lost Dinosaur
Strand B: Early Learning experiences will support children to develop self-regulation.	
Regulation of Emotions and Behavior	
SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family	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.”
SE.60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Regulation of Impulses and Behavior	
SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Lost and Found • Squirrel’s Blocks • Lost Dinosaur
SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity)	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines	<p>Children follow routines independently as they progress through the Waterford sequence of activities.</p> <ul style="list-style-type: none"> • Do I Have To? • Marmot Basket

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Strand C: Early Learning experiences will support children to develop, express, recognize and respond to emotions.	
Emotional Expression	
SE.60.8 Describe emotions and feelings to trusted adults and peers	<ul style="list-style-type: none"> • Do I Have To? • Lost Dinosaur • Squirrel Blocks • Clubhouse • Papa's Thumb • Lost Keys • Where's Papa? • Lost and Found • Broken Vase • Come Inside
Recognition and Response to Emotions in Others	
SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say "thank you," share with others, notice issues of fairness)	<ul style="list-style-type: none"> • Do I Have To? • Baby's Blocks • Boo Hoo Baby
Strand D: Early Learning experiences will support children to develop self-awareness, self-concept and competence.	
Sense of Self	
SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)	<ul style="list-style-type: none"> • Books: Mine; Jose Three • My Family • My Name Is Squirrel
Personal Preferences	
SE.60.12 Describe self by referring to preferences, thoughts and feelings	<ul style="list-style-type: none"> • Books: Lumpy Mush; Ooey, Goopy Mud; I Hate Peas; Bad News Shoes
Self-Concept and Competency	
SE.60.13 Demonstrate increased confidence and willingness to take risks when attempting new tasks and making decisions regarding activities and materials	<ul style="list-style-type: none"> • Free Play • Dinner Time • The Picnic
SE.60.14 Show pride in accomplishments and abilities	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches • Mama's Melody • The Picnic
Strand E: Early Learning experiences will support children to develop social relationships.	
Adult Relationships	
SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Play/Friendship	
SE.60.16 Cooperate with peers through sharing and taking turns	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Musical Mayhem
SE.60.18 Seek help from peers and offer assistance when it is appropriate	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Conflict Resolution	
SE.60.19 Engage in developing solutions and work to resolve conflict with peers	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
PHYSICAL DEVELOPMENT AND HEALTH	
Strand A: Early Learning experiences will support children to develop gross motor skills.	
Mobility	
PH.60.1 Alternate direction while running and stop easily without losing balance	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Large Muscle Movement and Coordination	
PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Strand B: Early Learning experiences will support children to develop fine motor skills.	
Visual Motor Integration	
PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.
Small Muscle Movements and Coordination	
PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar)	<ul style="list-style-type: none"> • Children must practice writing letters and words
PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement	<ul style="list-style-type: none"> • Children must practice writing letters and words
Strand C: Early Learning experiences will support children to acquire adaptive skills.	
<i>Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.</i>	
Feeding Routines/Nutrition	
PH.60.6 Use butter knife to spread and cut. Open most containers to remove food	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Safety and Responsibility	
PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms
Dressing and Hygiene	
PH.60.8 Typically manage own dressing, toileting and basic hygiene	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Strand D: Early Learning experiences will support children to maintain physical health status and well-being. <i>Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.</i>	
Physical Activity	
PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Healthy Behaviors	
PH.60.10 Identify healthy practices including hygiene, nutrition and sleep	<ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Avoid Germs and Prevent Illness • Exercise and Rest • Healthy Food
LANGUAGE AND LITERACY	
Strand A: Early Learning experiences will support children to understand language (receptive language).	
Word Comprehension	
L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts	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 popup with the definition and an illustration.
L.60.2 Determine the meanings of unknown words/ concepts using the context of conversations, pictures or concrete objects	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 popup with the definition and an illustration.
Language Comprehension	
L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”)	Children interacting with Waterford are constantly listening to input and responding with choices, often listening to complex sentences and following multi-step directions.

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Strand B: Early Learning experiences will support children to use language (expressive language).	
Vocabulary	
L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	<p>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 popup with the definition and an illustration.</p> <ul style="list-style-type: none"> • Vocabulary • Build Knowledge
L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)	<p>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 popup with the definition and an illustration.</p> <ul style="list-style-type: none"> • Vocabulary • Build Knowledge
Expression of Ideas, Feelings and Needs	
L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks; Large, Larger, Largest; Savanna Size • Book: Up in the Air • Vocabulary • Build Knowledge • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last • Big and Little • Heavy and Light • Tall and Short
Language Structure	
L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters that demonstrate the conventions of Standard English grammar, with appropriate conversation rules, as they communicate in complete sentences.</p> <ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	<ul style="list-style-type: none"> • Vocabulary • Build Knowledge
Strand C: Early Learning experiences will support children to use language for social interaction	
Conventions of Conversation	
L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions	<p>Waterford’s Social Emotional videos model conversations initiated by various characters as they develop ideas and ask and answer relevant questions.</p>

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Language for Interaction	
L.60.10 Use language to share ideas and gain 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; I Want to Be a Mathematician Like Pythagoras Science Investigation
Strand D: Early Learning experiences will support children to gain book appreciation and knowledge.	
Interest and Engagement with Books	
L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction	<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.)
Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)	
L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) Sum Up, Remember Order What Comes Next? Picture Story
L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)	<ul style="list-style-type: none"> Read with Me Books Informational Books (See titles at end of document.)
L.60.14 Use connections between self and character, experience and emotions to increase comprehension	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) Step Into the Story Connect to Me
Strand E: Early Learning experiences will support children to gain knowledge of print and its uses.	
Book Concepts	
L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language)	<ul style="list-style-type: none"> Print Concepts Print Directionality Read with Me Books Informational Books Decodable Books (See titles at end of document.)
L.60.16 Know that books have titles, authors, illustrators or photographers	<p>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.</p> <ul style="list-style-type: none"> Print Directionality Introduction
L.60.17 Recognize words as a unit of print and that letters are grouped to form words	<ul style="list-style-type: none"> Print Concepts Letters Make Words Words tell about the Pictures Look, Listen, and Match

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Print Concepts	
L.60.18 Identify some familiar printed words out of context	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words tell about the Pictures
L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text	<ul style="list-style-type: none"> • Letter Sound Songs • Distinguish Letters (Alphabet Introduction) • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Picture Story
Letter Recognition	
L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter
L.60.21 Make some letter-sound connections	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound
Strand F: Early Learning experiences will support children to develop phonological awareness.	
Phonological Awareness	
L.60.22 Produce rhyming words or words that have same initial sound	<ul style="list-style-type: none"> • Song: Rhyming Words • Rhyme • Finish the Picture • One Doesn't Rhyme • Initial Sound • Right Initial Sound
L.60.23 Recognize which words in a set of words begin with the same sound	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound
L.60.24 Distinguish syllables in words	<ul style="list-style-type: none"> • Syllables • Syllable Safari

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Strand G: Early Learning experiences will support children to convey meaning through drawing, letters and words.	
Drawing and Writing	
L.60.25 Draw original stories with a beginning, middle and end	Waterford encourages everyone to have writing and art materials available for children’s creations.
L.6.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing
CREATIVE ARTS	
Strand A: Early Learning experiences will support children to engage in and enjoy the arts.	
Music	
CA.60.1 Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song)	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Mama’s Melody
CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)	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.
CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft)	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.
CA.60.4 Create music using their voices and/or a variety of instruments and materials	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Visual Arts	
CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts	Waterford encourages everyone to have drawing and art materials available for children’s creations.
Drama	
CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Papa’s Play • Pretend Play
CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play
Dance	
CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees—sway arms, wiggle fingers, stretch, fall to ground)	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
Strand B: Early Learning experiences will support children to explore and respond to creative works.	
Appreciation of the Arts	
CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy)	Waterford encourages everyone to have drawing and art materials available for children’s creations.

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
MATHEMATICS	
Strand A: Early Learning experiences will support children to understand counting and cardinality.	
Number Names	
M.60.1 Say or sign the number sequence up to at least 20	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Number Counting • Order Numbers • Number Instruction • Counting Puzzle • Dot to Dot
Cardinality	
M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Math Books (See titles at end of document.) • One-to-one Correspondence • Number Counting • Order Numbers • Number Instruction • Number Recognition and Sense • Make and Count Groups
M.60.3 Count out a set of objects up to five	<ul style="list-style-type: none"> • Counting Songs • Number Books • Number Instruction • Number Recognition and Sense • Number Counting • Counting Puzzles • Match Numbers • Bug Fun • Make and Count Groups
Written Numerals	
M.60.4 Recognize written numerals up to at least 10	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Math Books (See titles at end of document.) • Number Instruction • Number Recognition and Sense
Recognition of Quantity	
M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items	<ul style="list-style-type: none"> • Moving Target (Dot) • Bug Fun • Match Numbers
Comparison	
M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Strand B: Early Learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).	
Number Operations	
<p>M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five</p>	<ul style="list-style-type: none"> • Songs: Addition; On the Bayou; Pirates Can Add; Bakery Subtraction; Subtract Those Cars • Book: Five Delicious Muffins • Make and Count Groups • Act Out Addition • Act Out Subtraction • Add Groups • Subtract Groups
<p>M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)</p>	<ul style="list-style-type: none"> • Sums to 5 • Add Groups • Minuends to 5 • Subtract From 5 • Subtract Groups • Act Out Addition • Act Out Subtraction
Strand C: Early Learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).	
Measurement	
<p>M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Book: Buttons, Buttons • Make Comparisons • Size • Big and Little • Short and Tall • Heavy and Light • Length • Capacity
<p>M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or nonstandard measurement tools</p>	<ul style="list-style-type: none"> • Song: Measuring Plants • Capacity • Length • Weight
Data	
<p>M.60.11 Represent data using a concrete object or picture graph according to one attribute</p>	<ul style="list-style-type: none"> • Weather • Calendar/Graph Weather • Observe a Simple System
<p>M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute</p>	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Short and Tall • Heavy and Light

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Strand D: Early Learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	
Spatial Relationships	
M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Right, Left
Identification of Shapes	
M.60.14 Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Space Shapes • Solid Shapes • Geoboard
Composition of Shapes	
M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose	<ul style="list-style-type: none"> • Geoboard • Tangrams
SCIENCE	
Strand A: Early Learning experiences will support children to apply scientific practices.	
Questioning and Defining Problems	
S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”)	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools
Investigating	
S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships	<ul style="list-style-type: none"> • Songs: The Scientific Method; The Five Senses • Science Investigation
S.60.3 Gather data by drawing, counting or otherwise documenting observations	<ul style="list-style-type: none"> • Books: Milton’s Mittens; One More Cat • Science Tools • Science Investigation • Weather • Calendar/Graph Weather • Observe a Simple System

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Using Evidence	
S.60.4 Give evidence from observations or investigations	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation • Observe a Simple System
S.60.5 Begin to distinguish evidence from opinion	
Strand B: Early Learning experiences will support children to engage in the process of engineering.	
Design Cycle	
S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools
Strand C: Early Learning experiences will support children to understand patterns, process and relationships of living things.	
Unity and Diversity of Life	
S.60.7 Group and classify living things based upon features, providing evidence to support groupings	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving
S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Food From Plants; Measuring Plants; Mammals • Birds • Fish • Amphibians • Reptiles • Plants
Living Things and Their Interactions with the Environment and Each Other	
S.60.9 Provide examples of how animals depend on plants and other animals for food	<ul style="list-style-type: none"> • Songs: Food from Plants; What Animals Eat • Book: Follow the Apples! • Food from Plants
Strand D: Early Learning experiences will support children to understand physical sciences.	
Energy, Force and Motion	
S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull
S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull
Matter and its Properties	
S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties	<ul style="list-style-type: none"> • Materials • Magnets
S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.)	<ul style="list-style-type: none"> • Songs: Precipitation; Solid or Liquid • Solid and Liquid

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Strand E: Early Learning experiences will support children to understand features of earth.	
Earth's Features and the Effects of Weather and Water	
<p>S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.)</p>	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Books: That's What I Like, a Book About Seasons; I Want to Be a Scientist Like Joanne Simpson • Weather • Clouds • Spring • Summer • Fall • Winter
Earth and Human Activity	
<p>S.60.15 Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.)</p>	<ul style="list-style-type: none"> • Songs: I am Part of All I See, Conservation, Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth
SOCIAL STUDIES	
Strand A: Early Learning experiences will support children to understand self, family and a diverse community.	
Individual Development and Identity	
<p>SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families</p>	<ul style="list-style-type: none"> • Books: Mine; Moving Day; Seeing Fingers
Culture	
<p>SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)</p>	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p>
Strand B: Early Learning experiences will support children to learn about people and the environment.	
Power, Authority and Governance	
<p>SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom</p>	<ul style="list-style-type: none"> • Soup's On! • Do I Have To?
People, Places and Environments	
<p>SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling</p>	<ul style="list-style-type: none"> • Songs: Pollution Rap; I am Part of All I See; Conservation • Pollution and Recycling • Care of Water • Care of Earth
<p>SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)</p>	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.

CONNECTICUT STANDARDS	WATERFORD DIGITAL RESOURCES
Civic Ideals and Practices	
SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.	
Individuals, Groups and Institutions	
SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers	<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; I Want to Be a Mathematician Like Pythagoras; My Reptile Hospital
Production, Distribution and Consumption	
SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
Science, Technology and Society	
SS.60.9 Begin to be aware of technology and how it affects life	<p>While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor) and learn to use them properly.</p> <ul style="list-style-type: none"> Print Directionality Introduction
Strand D: Early Learning experiences will support children to understand change over time.	
Time, Continuity and Change	
SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history	<ul style="list-style-type: none"> 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

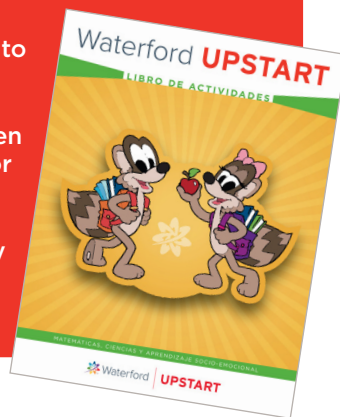
FAMILY ENGAGEMENT RESOURCES

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, Goopy 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.