

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*Florida Early  
Learning and  
Developmental  
Standards*

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FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>I. PHYSICAL DEVELOPMENT DOMAIN</b>	
<b>A. HEALTH AND WELLBEING</b>	
<b>A. ACTIVE PHYSICAL PLAY</b>	
1. Engages in physical activities with increasing balance, coordination, endurance and intensity <i>Benchmark a:</i> Seeks to engage in physical activities or active play routinely with increased intensity and duration	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
<b>B. SAFETY</b>	
1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities <i>Benchmark a:</i> Consistently follows basic safety rules independently across different situations	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> </ul>
<i>Benchmark b:</i> Identifies consequences of not following safety rules	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>C. PERSONAL CARE ROUTINES</b>	
1. Responds to and initiates care routines that support personal hygiene <i>Benchmark a:</i> Initiates and completes familiar hygiene routines independently	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>D. FEEDING AND NUTRITION</b>	
1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices <i>Benchmark a:</i> Assists adults in preparing simple foods to serve to self or others	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<i>Benchmark b:</i> Recognizes nutritious food choices and healthy eating habits	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul>
<b>B. MOTOR DEVELOPMENT</b>	
<b>A. GROSS MOTOR DEVELOPMENT</b>	
1. Demonstrates use of large muscles for movement, position, strength and coordination <i>Benchmark a:</i> Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<i>Benchmark b:</i> Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<i>Benchmark c:</i> Engages in more complex movements (e.g., riding a tricycle with ease)	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<i>Benchmark d:</i> Engages in physical activities of increasing levels of intensity for sustained periods of time	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>A. GROSS MOTOR DEVELOPMENT</b> <i>continued</i>	
<p>2. Demonstrates use of large muscles to move in the environment  <i>Benchmark a:</i> Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)</p>	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>B. GROSS MOTOR PERCEPTION (SENSORIMOTOR)</b>	
<p>1. Uses perceptual information to guide motions and interactions with objects and other people  <i>Benchmark a:</i> Acts and moves with purpose and independently recognizes differences in direction, distance and location</p>	<ul style="list-style-type: none"> <li>• Book: Up in the Air</li> <li>• Right, Left</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> </ul>
<p><i>Benchmark b:</i> Demonstrates spatial awareness through play activities</p>	<ul style="list-style-type: none"> <li>• Song: Monster Trucks</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul>
<b>C. FINE MOTOR DEVELOPMENT</b>	
<p>1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks  <i>Benchmark a:</i> Shows hand control using various drawing and art tools with increasing coordination</p>	<p>Waterford encourages everyone to have writing and art materials available for children’s creations. Children also must practice writing letters and words.</p>
<p>2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision  <i>Benchmark a:</i> Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)</p>	<p>The daily use of a touch pad or mouse develops eye-hand coordination.</p>
<p><i>Benchmark b:</i> Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting</p>	<p>Waterford encourages everyone to have writing and art materials available for children’s creations. Children also must practice writing letters and words.</p>
<p><i>Benchmark c:</i> Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)</p>	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>II. APPROACHES TO LEARNING DOMAIN</b>	
<b>A. EAGERNESS AND CURIOSITY</b>	
1. Shows increased curiosity and is eager to learn new things and have new experiences	<ul style="list-style-type: none"> <li>• 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</li> <li>• Science Investigation</li> <li>• Pretend Play</li> </ul>
<b>B. PERSISTENCE</b>	
1. Attends to tasks for a brief period of time	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.
<b>C. CREATIVITY AND INVENTIVENESS</b>	
1. Approaches daily activities with creativity and inventiveness	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Marmot Basket</li> <li>• Soup’s On!</li> <li>• Perfect Present</li> <li>• Clubhouse</li> <li>• Musical Mayhem</li> </ul>
<b>D. PLANNING AND REFLECTION</b>	
1. Demonstrates some planning and learning from experiences	<ul style="list-style-type: none"> <li>• Books: Milton’s Mittens; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Perfect Present</li> </ul>
<b>III. SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>A. EMOTIONAL FUNCTIONING</b>	
1. Expresses, identifies and responds to a range of emotions <i>Benchmark a:</i> Recognizes the emotions of peers and responds with empathy and compassion	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression <i>Benchmark a:</i> Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to respond appropriately	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Lost and Found</li> <li>• Musical Mayhem</li> <li>• Party Time</li> <li>• Where’s Papa?</li> </ul>
<b>B. MANAGING EMOTIONS</b>	
1. Demonstrates ability to self-regulate <i>Benchmark a:</i> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> </ul>
2. Attends to sights, sounds, objects, people and activities <i>Benchmark a:</i> Increases attention to preferred activities and begins to attend to non-preferred activities	Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me directions.

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS</b>	
1. Develops positive relationships with adults <i>Benchmark a:</i> Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults	<ul style="list-style-type: none"> <li>• Where’s Papa?</li> <li>• Find Me!</li> <li>• Mama’s Melody</li> <li>• Soup’s On!</li> </ul>
2. Develops positive relationships with peers <i>Benchmark a:</i> Plays with peers in a coordinated manner including assigning roles, materials and actions	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Pretend Play</li> </ul>
<i>Benchmark b:</i> Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<i>Benchmark c:</i> Responds appropriately to bullying behavior	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
3. Develops increasing ability to engage in social problem solving <i>Benchmark a:</i> Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>
4. Exhibits empathy by demonstrating care and concern for others <i>Benchmark a:</i> Able to take the perspective of others and actively respond in a manner that is consistent and supportive	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>
<b>D. SENSE OF IDENTITY AND BELONGING</b>	
1. Develops sense of identity and belonging through play <i>Benchmark a:</i> Engages in associative play and begins to play cooperatively with friends	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Party Time</li> <li>• Find Me!</li> </ul>
2. Develops sense of identity and belonging through exploration and persistence <i>Benchmark a:</i> Persists at individual planned experiences, caregiver-directed experiences and planned group activities	Waterford helps children build persistence by allowing them to click <b>Repeat</b> to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
3. Develops sense of identity and belonging through routines, rituals and interactions <i>Benchmark a:</i> Demonstrates willingness to be flexible if routines must change	<ul style="list-style-type: none"> <li>• Soup’s On!</li> </ul>
4. Develops sense of self-awareness and independence <i>Benchmark a:</i> Uses words to communicate personal characteristics, preferences, thoughts and feelings	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Perfect Present</li> </ul>
<i>Benchmark b:</i> Recognizes preferences of others	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>D. SENSE OF IDENTITY AND BELONGING <i>continued</i></b>	
<i>Benchmark c:</i> Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<i>Benchmark d:</i> Identifies self as a unique member of a group (e.g., class, school, family or larger community)	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Clubhouse</li> </ul>
<b>IV. LANGUAGE AND LITERACY DOMAIN</b>	
<b>A. LISTENING AND UNDERSTANDING</b>	
<p>1. Demonstrates understanding when listening</p> <p><i>Benchmark a:</i> Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others)</p>	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Marmot Basket</li> <li>• Clubhouse</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>
<i>Benchmark b:</i> Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic, and reacting appropriately to what is said	<p>Social Emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences. Examples:</p> <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Lost and Found</li> </ul>
<p>2. Increases knowledge through listening</p> <p><i>Benchmark a:</i> Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge</p>	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Sum Up, Five Ws</li> <li>• Read with Me Books</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>
<i>Benchmark b:</i> Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Marmot Basket</li> <li>• Do I Have To?</li> <li>• Read with Me Books</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>
<p>3. Follows Directions</p> <p><i>Benchmark a:</i> Achieves mastery of two-step directions and usually follows three-step directions</p>	<p>Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.</p>
<b>B. SPEAKING</b>	
<p>1. Speaks and is understood when speaking</p> <p><i>Benchmark a:</i> Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors</p>	<p>Waterford introduces letter sounds with instruction that demonstrates the position of the lips and tongue to correctly and clearly form sounds.</p> <ul style="list-style-type: none"> <li>• Letter Sound Instruction</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>C. VOCABULARY</b>	
<p>1. Shows an understanding of words and their meanings (receptive)</p> <p><i>Benchmark a:</i> Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</p>	<ul style="list-style-type: none"> <li>• Power Words</li> <li>• Vocab Instruction</li> <li>• Body Parts</li> <li>• Boo Hoo Baby</li> <li>• Lost and Found</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Soup's On!</li> </ul>
<p><i>Benchmark b:</i> Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments</p>	<ul style="list-style-type: none"> <li>• Songs: Same and Different; Get Over the Bugs; Monster Trucks</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• Position</li> <li>• Book: Up in the Air</li> <li>• Right, Left</li> <li>• First, Middle, Last</li> </ul>
<p><i>Benchmark c:</i> Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p> <ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> </ul> <p>(See titles at end of document.)</p>
<p>2. Uses increased vocabulary to describe objects, actions and events (expressive)</p> <p><i>Benchmark a:</i> Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)</p>	<ul style="list-style-type: none"> <li>• Power Words</li> <li>• Vocab Instruction</li> </ul>
<p><i>Benchmark b:</i> Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)</p>	<ul style="list-style-type: none"> <li>• Plants (part:whole)</li> <li>• Birds (part:whole)</li> <li>• Books: Shell Houses (object:location); Mr. Mario's Neighborhood (object:function); Guess What I Am (part:whole)</li> <li>• Bug Fun (part:whole)</li> </ul>
<p><i>Benchmark c:</i> Identifies unfamiliar words asking for clarification</p>	<p>Online books in Waterford include bolded vocabulary words. Students learn to click these words in a tutorial to hear a slowed pronunciation and see a pop-up with the definition and an illustration.</p> <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Math Books</li> <li>• Science Books</li> </ul> <p>(See titles at end of document.)</p>



FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>C. VOCABULARY</b> <i>continued</i>	
<p><i>Benchmark d:</i> Uses words in multiple contexts, with the understanding that some words have multiple meanings</p>	<ul style="list-style-type: none"> <li>Vocabulary Instruction</li> </ul>
<b>D. SENTENCES AND STRUCTURE</b>	
<p>1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences <i>Benchmark a:</i> Typically uses complete sentences of five or more words, usually with subject, verb and object order</p>	<ul style="list-style-type: none"> <li>Song: What is a Sentence?</li> <li>Sentences</li> </ul>
<p><i>Benchmark b:</i> Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement</p>	<ul style="list-style-type: none"> <li>Songs: It Happened Yesterday; Nouns; Verbs; More Than One; Strange Spellings; Apostrophe Pig; Pronouns</li> <li>Plural Nouns</li> <li>Verbs</li> </ul>
<p>2. Connects words, phrases and sentences to build ideas <i>Benchmark a:</i> Uses sentences with more than one phrase</p>	<ul style="list-style-type: none"> <li>Sentences</li> </ul>
<p><i>Benchmark b:</i> Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)</p>	<ul style="list-style-type: none"> <li>Sentences</li> </ul>
<p><i>Benchmark c:</i> Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning</p>	<ul style="list-style-type: none"> <li>Sentences</li> </ul>
<b>E. CONVERSATION</b>	
<p>1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems <i>Benchmark a:</i> Engages in conversations with two to three back-and-forth turns using language, gestures and expressions (e.g., words related to social conventions like “please” and “thank you”)</p>	<p>Social Emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p> <ul style="list-style-type: none"> <li>Find Me!</li> <li>It’s Not Fair!</li> <li>Do I Have To?</li> <li>Lost and Found</li> <li>Where’s Papa!</li> </ul>
<p>2. Asks questions, and responds to adults and peers in a variety of settings <i>Benchmark a:</i> Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations</p>	<p>Question and response discussions within Waterford’s Social Emotional videos provide examples for students to ask and answer questions and to continue conversations. The characters demonstrate initiating and ending discussions appropriately.</p> <ul style="list-style-type: none"> <li>Do I Have To?</li> <li>Find Me!</li> </ul>
<p>3. Demonstrates understanding of the social conventions of communication and language use <i>Benchmark a:</i> Demonstrates increased awareness of nonverbal conversational rules</p>	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.</p>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>E. CONVERSATION</b> <i>continued</i>	
<p><i>Benchmark b:</i> Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)</p>	<p>Waterford’s Social Emotional videos model appropriate conversational rules in discussions between characters.</p> <ul style="list-style-type: none"> <li>• Musical Mayhem</li> <li>• Mama’s Melody</li> <li>• It’s Not Fair!</li> <li>• Soup’s On!</li> </ul>
<p><i>Benchmark c:</i> Matches language to social and academic contexts (e.g., uses volume appropriate to context)</p>	<ul style="list-style-type: none"> <li>• Marmot Basket</li> <li>• Soup’s On!</li> </ul>
<b>F. EMERGENT READING</b>	
<p>1. Shows motivation for and appreciation of reading</p> <p><i>Benchmark a:</i> Selects books for reading enjoyment and reading related activities including pretending to read to self or others</p>	<p>Waterford provides a Play and Practice opportunity for children to select the books they enjoy along with songs and games to review reading concepts.</p> <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> </ul> <p>(See titles at end of document.)</p>
<p><i>Benchmark b:</i> Makes real-world connections between stories and real-life experiences</p>	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Real and Make-believe</li> </ul>
<p><i>Benchmark c:</i> Interacts appropriately with books and other materials in a print-rich environment</p>	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> </ul> <p>(See titles at end of document.)</p>
<p><i>Benchmark d:</i> Asks to be read to, asks the meaning of written text or compares books/stories</p>	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> <li>• Sing a Rhyme Songs/Books</li> </ul> <p>(See titles at end of document.)</p>
<p><i>Benchmark e:</i> Initiates and participates in conversations that demonstrate appreciation of printed materials</p>	<p>In the Social Emotional video “Party Time,” Squirrel makes a birthday card for his sister and shares it with Mama.</p> <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> </ul> <p>(See titles at end of document.)</p>
<p>2. Shows age-appropriate phonological awareness</p> <p><i>Benchmark a:</i> Distinguishes individual words within spoken phrases or sentences</p>	<p>Activities in Waterford are aural and visual with text shown and individual words highlighted as the narrator reads aloud. Students may be asked to touch the screen, say or sing along, or manipulate the cursor to select an individual word or a phrase.</p>
<p><i>Benchmark b:</i> Combines words to make a compound word (e.g., “foot” + “ball” = “football”)</p>	<ul style="list-style-type: none"> <li>• Song: Compound Words</li> <li>• Compound Words</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>F. EMERGENT READING</b> <i>continued</i>	
<i>Benchmark c:</i> Deletes a word from a compound word (e.g., “starfish” - “star” = “fish”)	<ul style="list-style-type: none"> <li>• Take Away Syllables</li> </ul>
<i>Benchmark d:</i> Combines syllables into words (e.g., “sis” + “ter” = “sister”)	<ul style="list-style-type: none"> <li>• Syllables</li> </ul>
<i>Benchmark e:</i> Deletes a syllable from a word (e.g., “trumpet” - “trum” = “pet” or “candy” - “dy” = “can”)	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Take Away Syllables</li> </ul>
<i>Benchmark f:</i> Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)	<ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> </ul>
3. Shows alphabetic and print knowledge <i>Benchmark a:</i> Recognizes that print conveys meaning	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Picture Story</li> </ul>
<i>Benchmark b:</i> Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Distinguish Letters</li> <li>• ABC Songs</li> <li>• Name That Letter</li> <li>• Hidden Letters</li> <li>• Fast Letter Fun</li> </ul>
<i>Benchmark c:</i> Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Distinguish Letters</li> <li>• ABC Songs</li> <li>• Name That Letter</li> <li>• Hidden Letters</li> <li>• Fast Letter Fun</li> </ul>
<i>Benchmark d:</i> Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>
4. Demonstrates comprehension of books read aloud <i>Benchmark a:</i> Retells or reenacts story with increasing accuracy and complexity after it is read aloud	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> <li>• Picture Clues</li> <li>• Describe Characters</li> </ul>
<i>Benchmark b:</i> Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• Peek at the Story</li> <li>• What Comes Next?</li> <li>• Find an Answer</li> <li>• Picture Clues</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>G. EMERGENT WRITING</b>	
1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition <i>Benchmark a:</i> Intentionally uses scribbles/ writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Distinguish Letters</li> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>
<i>Benchmark b:</i> Uses letter-like shapes or letters to write words or parts of words	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Distinguish Letters</li> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>
<i>Benchmark c:</i> Writes own name (e.g., first name, last name or nickname), not necessarily with full correct spelling or well-formed letters	<ul style="list-style-type: none"> <li>• Letter Picture Writing</li> <li>• What's Your Name?</li> </ul>
<b>V. MATHEMATICAL THINKING DOMAIN</b>	
<b>A. NUMBER SENSE</b>	
1. Subitizes (immediately recognizes without counting) up to five objects	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Make and Count Groups</li> </ul>
2. Counts and identifies the number sequence "1 to 31"	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzle</li> <li>• Order Numbers</li> </ul>
3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Number Recognition and Sense</li> </ul>
4. Identifies the last number spoken tells "how many" up to 10 (cardinality)	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzle</li> <li>• Order Numbers</li> <li>• Make and Count Groups</li> </ul>
5. Constructs and counts sets of objects (one to 10 and beyond)	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Counting Songs</li> <li>• Match Numbers</li> <li>• Number Counting</li> <li>• Number Recognition and Sense</li> </ul>
6. Uses counting and matching strategies to find which is more, less than or equal to 10	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>A. NUMBER SENSE <i>continued</i></b>	
7. Reads and writes some numerals one to 10 using appropriate activities	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Number Practice</li> <li>• Moving Target</li> <li>• Number Books</li> <li>(See titles at end of document.)</li> </ul>
<b>B. NUMBER AND OPERATIONS</b>	
1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>
2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>
<b>C. PATTERNS</b>	
1. Identifies and extends a simple AB repeating pattern	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> </ul>
2. Duplicates a simple AB pattern using different objects	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Logic Game</li> </ul>
3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Logic Game</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>D. GEOMETRY</b>	
<p>1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation</p>	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>
<p>2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)</p>	<ul style="list-style-type: none"> <li>• Songs: Corners and Sides; Shapes, Shapes, Shapes; Kites; All Sorts of Laundry</li> <li>• Books: Imagination Shapes; The Shape of Things; Buttons, Buttons</li> <li>• Sort</li> <li>• Similar Figures</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
<p>3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<p>4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)</p>	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Pretend Play</li> </ul>
<b>E. SPATIAL RELATIONS</b>	
<p>1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)</p>	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Position</li> <li>• Right, Left</li> <li>• First, Middle, Last</li> <li>• First, Next, Last</li> </ul>
<p>2. Uses directions to move through space and find places in space</p>	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Right, Left</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Position</li> <li>• First, Next, Last</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>F. MEASUREMENT AND DATA</b>	
1. Measures object attributes using a variety of standard and nonstandard tools	<ul style="list-style-type: none"> <li>• Length</li> <li>• Capacity</li> </ul>
2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Length</li> <li>• Weight</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Match</li> <li>• Size</li> <li>• Capacity</li> </ul>
3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	<ul style="list-style-type: none"> <li>• Song: Large, Larger, Largest</li> <li>• Order Size</li> <li>• Length</li> </ul>
4. Represents, analyzes and discusses data (e.g., charts, graphs and tallies)	<ul style="list-style-type: none"> <li>• Books: One More Cat; Milton’s Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
5. Begins to predict the results of data collection	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
<b>VI. SCIENTIFIC INQUIRY DOMAIN</b>	
<b>A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY</b>	
<p>1. Uses senses to explore and understand their social and physical environment</p> <p><i>Benchmark a:</i> Identifies each of the five senses and the relationship to each of the sense organs</p>	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Taste</li> <li>• Smell</li> <li>• Science Investigation</li> <li>• Body Parts</li> <li>• Parts of the Face</li> </ul>
<p><i>Benchmark b:</i> Begins to identify and make observations about what can be learned about the world using each of the five senses</p>	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Taste</li> <li>• Smell</li> <li>• Science Investigation</li> <li>• Body Parts</li> <li>• Parts of the Face</li> </ul>
<p><i>Benchmark c:</i> Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)</p>	<ul style="list-style-type: none"> <li>• Books: Lumpy Mush; Ooey, Gooley Mud</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY</b> <i>continued</i>	
2. Uses tools in scientific inquiry <i>Benchmark a:</i> Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
3. Uses understanding of causal relationships to act on social and physical environments <i>Benchmark a:</i> Makes predictions and tests their predictions through experimentation and investigation	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>
<i>Benchmark b:</i> Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)	<ul style="list-style-type: none"> <li>• Books: Milton’s Mittens; One More Cat</li> <li>• Observe a Simple System</li> <li>• Calendar/Graph Weather</li> </ul>
<i>Benchmark c:</i> Begins to form conclusions and construct explanations (e.g., What do the results mean?)	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>
<i>Benchmark d:</i> Shares findings and outcomes of experiments	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Book: I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>
<b>B. LIFE SCIENCE</b>	
1. Demonstrates knowledge related to living things and their environments <i>Benchmark a:</i> Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations and types of trees and where they grow)	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Worms</li> <li>• Science Investigation</li> <li>• Food From Plants</li> </ul>



FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>B. LIFE SCIENCE</b> <i>continued</i>	
<p><i>Benchmark b:</i> Notices the similarities and differences among various living things</p>	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See; Same and Different</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers</li> <li>• Science Investigation</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Worms</li> <li>• Plants</li> </ul>
<p><i>Benchmark c:</i> Understands that all living things grow, change and go through life cycles</p>	<ul style="list-style-type: none"> <li>• Songs: Plants are Growing</li> <li>• Mammals</li> <li>• Amphibians</li> <li>• Birds</li> <li>• Plants</li> <li>• Observe a Simple System</li> </ul>
<p><i>Benchmark d:</i> Begins to distinguish between living and non-living things</p>	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> <li>• Materials</li> <li>• Magnets</li> </ul>
<p><i>Benchmark e:</i> Observes that living things differ with regard to their needs and habitats</p>	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Worms</li> <li>• Plants</li> <li>• Food From Plants</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>C. PHYSICAL SCIENCE</b>	
<p>1. Demonstrates knowledge related to physical science</p> <p><i>Benchmark a:</i> Discusses what makes objects move the way they do and how the movement can be controlled</p>	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario’s Neighborhood</li> <li>• Push and Pull</li> </ul>
<p><i>Benchmark b:</i> Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens</p>	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<p><i>Benchmark c:</i> Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)</p>	<ul style="list-style-type: none"> <li>• Water</li> <li>• States of Water</li> <li>• Solid and Liquid</li> </ul>
<p><i>Benchmark d:</i> Investigates and describes changing states of matter—liquid, solid and gas</p>	<ul style="list-style-type: none"> <li>• States of Water</li> </ul>
<p><i>Benchmark e:</i> Explores the relationship of objects to light (e.g., light and shadows)</p>	<ul style="list-style-type: none"> <li>• Light Exploration</li> </ul>
<b>D. EARTH AND SPACE SCIENCE</b>	
<p>1. Demonstrates knowledge related to the dynamic properties of earth and sky</p> <p><i>Benchmark a:</i> Describes properties of water including changes in the states of water—liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)</p>	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Water</li> <li>• Water</li> <li>• Solid and Liquid</li> <li>• States of Water</li> </ul>
<p><i>Benchmark b:</i> Discovers, explores, sorts, compares and contrasts objects that are naturally found in the environment including rocks, soil, sand and mud and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)</p>	<ul style="list-style-type: none"> <li>• Song: Rocks</li> <li>• Rocks</li> <li>• Sorting Rocks Experiment</li> </ul>
<p><i>Benchmark c:</i> Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars</p>	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> </ul>
<p><i>Benchmark d:</i> Compares the daytime and nighttime cycle</p>	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Book: Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> </ul>
<p><i>Benchmark e:</i> Uses appropriate vocabulary to discuss climate and changes in the weather and the impact on their daily lives (e.g., types of clothing for different environments)</p>	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Weather</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>E. ENVIRONMENT</b>	
<p>1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment <i>Benchmark a:</i> Demonstrates how people use objects and natural resources in the environment</p>	<ul style="list-style-type: none"> <li>• Care of Water</li> <li>• Care of Earth</li> <li>• Magnets</li> </ul>
<p><i>Benchmark b:</i> Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)</p>	<ul style="list-style-type: none"> <li>• Song: Conservation</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>
<p><i>Benchmark c:</i> Identifies examples of organized efforts to protect the environment (e.g., recycle materials in the classroom)</p>	<ul style="list-style-type: none"> <li>• Song: Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> </ul>
<b>F. ENGINEERING AND TECHNOLOGY</b>	
<p>1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures <i>Benchmark a:</i> Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)</p>	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>
<p><i>Benchmark b:</i> Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)</p>	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<p><i>Benchmark c:</i> Uses appropriate tools and materials with greater flexibility to create or solve problems</p>	<ul style="list-style-type: none"> <li>• Science Tools</li> </ul>
<p><i>Benchmark d:</i> Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)</p>	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>
<b>VII. SOCIAL STUDIES DOMAIN</b>	
<b>A. CULTURE</b>	
<p>1. Identifies self as a member of a culture</p>	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p> <ul style="list-style-type: none"> <li>• My Family</li> <li>• Clubhouse</li> </ul>
<p>2. Understands everyone belongs to a culture</p>	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<p>3. Explores culture of peers and families in the classroom and community</p>	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>A. CULTURE <i>continued</i></b>	
<p>4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)</p>	<ul style="list-style-type: none"> <li>Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)</li> </ul>
<b>B. INDIVIDUAL DEVELOPMENT AND IDENTITY</b>	
1. Identifies characteristics of self as an individual	<ul style="list-style-type: none"> <li>Book: Mine</li> </ul>
2. Identifies the ways self is similar to and different from peers and others	<ul style="list-style-type: none"> <li>Book: Mine</li> </ul>
3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)	<ul style="list-style-type: none"> <li>Do I Have To?</li> <li>Soup’s On!</li> </ul>
<b>C. INDIVIDUALS AND GROUPS</b>	
1. Identifies differences and similarities of self and others as part of a group	<ul style="list-style-type: none"> <li>Book: Mine</li> </ul>
2. Explains the role of groups within a community	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
4. Exhibits leadership skills and roles (e.g., line leader and door holder)	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Musical Mayhem</li> </ul>
<b>D. SPACES, PLACES AND ENVIRONMENTS</b>	
1. Identifies the relationship of personal space to surroundings	<ul style="list-style-type: none"> <li>Book: Up in the Air</li> <li>Inside, Outside, Between</li> <li>Over, Under, Above, Below</li> <li>Above, Below, Next to, On</li> <li>Over, Under, and Through</li> <li>First, Middle, Last</li> </ul>
2. Identifies differences and similarities between own environment and other locations	<ul style="list-style-type: none"> <li>Song: Four Ecosystems</li> <li>Book: Where in the World Would You Go Today?</li> <li>Create Your Own Environment</li> <li>Ecosystems</li> <li>Mountains</li> <li>Oceans</li> <li>Deserts</li> <li>Rainforests</li> <li>Wetlands</li> <li>Prairies</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>D. SPACES, PLACES AND ENVIRONMENTS</b> <i>continued</i>	
3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)	<ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Book: Where in the World Would You Go Today?</li> <li>• Ecosystems</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Rainforests</li> <li>• Wetlands</li> <li>• Prairies</li> </ul>
4. Uses spatial words (e.g., far/close, over/under and up/down)	<ul style="list-style-type: none"> <li>• Book: Up in the Air</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> </ul>
5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)	<p>Each song in the Sing Around The World series begins with a map showing the location of the country.</p> <ul style="list-style-type: none"> <li>• Songs: A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); One, Antenna, Two Antennas (Japan); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)</li> </ul>
6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap, Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>
<b>E. TIME, CONTINUITY AND CHANGE</b>	
1. Identifies changes within a sequence of events to establish a sense of order and time	<p>After an online book, for example <i>Little Monkey</i>, students see the activity “Sum Up, Remember Order: Little Monkey” and then are asked to place the events from the story in the correct order.</p> <p>“What Comes Next?” activities include rhymes from the Sing a Rhyme books. Students place events from the rhyme in the correct sequence. An example is <i>Hey Diddle, Diddle</i>.</p>
2. Observes and recognizes changes that take place over time in the immediate environment	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>F. GOVERNANCE, CIVIC IDEALS AND PRACTICES</b>	
1. Recognizes and follows rules and expectations in varying settings	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
2. Participates in problem solving and decision making	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>G. ECONOMICS AND RESOURCES</b>	
1. Recognizes the difference between wants and needs	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
2. Begins to recognize that people work to earn money to buy things they need or want	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>H. TECHNOLOGY AND OUR WORLD</b>	
1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	While interacting with Waterford, children become familiar with technology and are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around the screen, or entering answers on the keyboard.
<b>VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN</b>	
<b>A. SENSORY ART EXPERIENCE</b>	
1. Combines with intention a variety of open-ended, process-oriented and diverse art materials	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Color Practice</li> <li>• Color or Make a Scene</li> </ul>
<b>B. MUSIC</b>	
1. Actively participates in a variety of individual and group musical activities	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes</li> </ul>
2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities	<ul style="list-style-type: none"> <li>• Mama’s Melody</li> <li>• Baby’s Ballet</li> </ul>
<b>C. CREATIVE MOVEMENT</b>	
1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
<b>D. IMAGINATIVE AND CREATIVE PLAY</b>	
1. Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally and non-verbally, with others using a variety of objects in own environment	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Mama’s Melody</li> </ul>

FLORIDA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>E. APPRECIATION OF THE ARTS</b>	
1. Uses appropriate art vocabulary to describe own art creations and those of others	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>
2. Compares own art to similar art forms	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.



**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

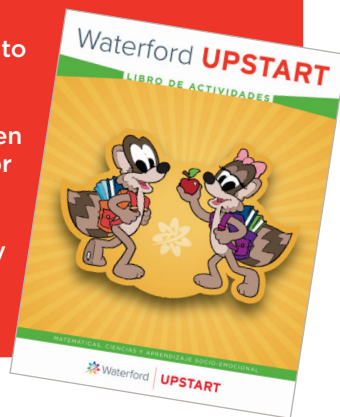
## FAMILY ENGAGEMENT RESOURCES

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.