



CURRICULUM *Correlation*

*Waterford
UPSTART*

100%

*Hawaii Early
Learning and
Developmental
Standards 2014*

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HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
PHYSICAL WELL-BEING, HEALTH, AND MOTOR DEVELOPMENT	
MOTOR DEVELOPMENT: GROSS MOTOR SKILLS	
Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops and starts again, skips) (PHM.KE.a)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Throw/kick/catch ball with a full range of motion and control (PHM.KE.b)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Sustain balance during complex movement experiences (e.g. hops across the playground, attempts to jump rope) (PHM.KE.c)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
FINE MOTOR SKILLS	
Use small, precise finger and hand movements (e.g. strings small beads, cuts small pictures, uses small Legos) (PHM.KE.d)	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
Have more control while holding writing/drawing tools with a three-point finger grip (PHM.KE.e)	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
PHYSICAL DEVELOPMENT: PHYSICAL EXERCISE	
Name a physiological indicator that accompanies moderate to vigorous physical activities (e.g. “I feel tired”, feels increase in heart rate) (PHM.KE.f)	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest
Name a social or emotional benefit of participating in physical activities (PHM.KE.h)	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest
Participate in physical activities (PHM.KE.i)	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest
HEALTH AND PERSONAL CARE: DAILY LIVING SKILLS	
Ask for help when hurt (PHM.48-KE.g)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Name people in the school or community who provide health support for others (PHM.KE.j)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Manage routines (e.g. dresses self, uses toilet alone, uses utensils) (PHM.KE.k)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Identify and attend to personal hygiene needs (PHM.KE.l)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
With reminders, wash hands (e.g. before eating, after toileting, after using tissues) (PHM.KE.m)	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness
NUTRITION	
Can explain that some foods help bodies to grow and be healthy (PHM.KE.n)	<ul style="list-style-type: none"> • Song: Health • Healthy Food

HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
SAFE PRACTICES	
Can articulate what to do in an emergency (i.e. call 911; fire procedures [evacuate, stop, drop, roll]) (PHM.KE.o)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Recognize everyday dangers (e.g. stove, knives, matches, medicine) and follow rules regarding them (PHM.KE.p)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
RULES AND REGULATIONS	
Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)	<ul style="list-style-type: none"> • Books: I Hate Peas; Play Ball; Bad News Shoes; The Little Red Hen; The Snow Lion; Half For Me and Half For You
SOCIAL AND EMOTIONAL DEVELOPMENT	
SOCIAL DEVELOPMENT: INTERACTIONS WITH ADULTS	
Sometimes use appropriate social conventions in greetings, introductions, and conversations (SE.KE.a)	Waterford’s Social Emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules and social conventions.
INTERACTIONS WITH PEERS	
Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b)	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters ask and answer questions, develop ideas, and communicate in complete sentences.
Use turn-taking in conversations and in play (SE.KE.c)	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.
Share materials, toys, and ideas during play (SE.KE.d)	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Show respect and recognize the feelings of others and the causes of their reactions (SE.KE.e)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Papa’s Thumb • Noisy Children
ADAPTIVE SOCIAL BEHAVIOR	
Follow schedule and typical classroom routines (e.g. comes when called, sits attentively at circle, participates in clean-up) (SE.KE.f)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
EMOTIONAL DEVELOPMENT: SELF-EFFICACY	
Show satisfaction in accomplishments (SE.KE.g)	<ul style="list-style-type: none"> Squirrel's Sketches Perfect Present Party Time! The Picnic
Follow routines for care of own belongings and school supplies (SE.KE.h)	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the property of others as well as their own.
SELF-CONTROL AND REGULATION	
Regulate emotions and begin to show self-control in handling frustration and disappointment (SE.KE.i)	Waterford's 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."
EMOTIONAL EXPRESSION	
Express emotions through socially appropriate actions and words (SE.KE.j)	<ul style="list-style-type: none"> It's Not Fair! Do I Have To? Soup's On! Lost Dinosaur Squirrel's Blocks Lost and Found
Communicate personal experiences or interests (SE.KE.k)	<ul style="list-style-type: none"> Books: Ooey, Goopy Mud; I Hate Peas; Play Ball; Lumpy Mush Connect to Me
Recognize and describe own feelings (SE.KE.l)	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
APPROACHES TO LEARNING	
LEARNING APPROACHES: INITIATIVE AND CREATIVITY	
Try new activities and experiences independently (AL/LA.48.a)	Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready.
PERSISTENCE AND ATTENTIVENESS	
Plan and pursue a variety of challenging tasks (AL.48-KE.b)	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
With adult assistance, sustain longer interest in working on a task or in play (AL.48.c)	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
PROBLEM SOLVING	
Solve problems without having to try every possibility (AL/LA.48.d)	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
REFLECTION AND INTERPRETATION	
Retell experiences in order, providing details (AL/LA.48-KE.e)	<ul style="list-style-type: none"> Connect to Me Sum Up, Remember Order What Comes Next?
Recall past experiences in new situations (AL/LA.48.f)	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.

HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
EFFECTIVE AND ETHICAL USE OF TECHNOLOGY	
With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g)	<ul style="list-style-type: none"> • Print Directionality Introduction
Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	Waterford encourages everyone to have writing and art materials available for children's creations.
Identify technology that can be used to gain information (AL.KE.i)	<ul style="list-style-type: none"> • Print Directionality Introduction
COGNITION AND GENERAL KNOWLEDGE	
MATHEMATICS AND NUMERACY: NUMBER SENSE	
Verbally count to 20 by ones (GK.KE.a)	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Make and Count Groups • Counting Puzzle
Demonstrate ability to count in sequence (GK.KE.b)	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers • Make and Count Groups • Counting Puzzle
Recognize and name written numerals to 10 (GK.KE.c)	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction • Match Numbers • Bug Bits • Moving Target
Count many kinds of concrete objects and actions up to 10 using one-to-one correspondence (GK.KE.d)	<ul style="list-style-type: none"> • One-to-One Correspondence • Counting Songs • Number Instruction • Make and Count Groups
Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	<ul style="list-style-type: none"> • Number Instruction • Make and Count Groups
Recognize, create, and repeat simple patterns (GK.KE.f)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC
OPERATIONS	
Use a range of strategies (e.g. counting, subtracting, matching) to compare quantity in two sets of objects and describe the comparison with terms, such as more/less, greater than/fewer/equal to (GK.KE.g)	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than
Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	<ul style="list-style-type: none"> • Number Instruction • Make and Count Groups

HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
MEASUREMENT AND DATA	
<p>Recognize the attributes of length, area, weight, and capacity of everyday objects, and use appropriate vocabulary (e.g. long, short, light, big, small, wide, narrow) (GK.KE.h)</p>	<ul style="list-style-type: none"> • Song: Savanna Size • Size • Length • Capacity • Big and Little • Tall and Short • Heavy and Light
<p>Compare the attributes of length and weight for two objects including: larger/shorter/same length, heavier/lighter/same, more/less/same (GK.KE.i)</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Measuring Plants • Make Comparisons • Size • Order Size • Length • Big and Little • Tall and Short • Heavy and Light
<p>Sort, classify, and serialize objects using attributes, such as color, shape, or size (GK.KE.j)</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Measuring Plants; All Sorts of Laundry • Book: Buttons, Buttons • Make Comparisons • Sort • Size • Order Size • Length • Big and Little • Tall and Short • Heavy and Light
GEOMETRY	
<p>Use positional words to describe an object's location (e.g. up, down, above, under, inside, outside) (GK.KE.k)</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, and Through • First, Middle, Last • First, Next, and Last
<p>Recognize and name common shapes, their parts and attributes (GK.KE.l)</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
<p>Create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.KE.m)</p>	<ul style="list-style-type: none"> • Songs: Corners and Sides; Kites • Books: The Shape of Things; Imagination Shapes • Space Shapes • Solid Shapes

HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
SCIENCE: SCIENTIFIC AND ENGINEERING PRACTICES	
Use the senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships (GK.KE.n)	<ul style="list-style-type: none"> • Song: Five Senses • Sight • Hearing • Touch • Smell • Taste • Science Investigation • Observe a Simple System
Make predictions about changes in materials or objects based on past experience (GK.KE.o)	<ul style="list-style-type: none"> • Song: Solid or Liquid • Solid and Liquid • Materials • Magnets
With adult assistance, ask and seek out answers to questions about objects and events (GK.KE.p)	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation
PHYSICAL SCIENCE	
Explore different kinds of matter (e.g. wood, metal, water) and describe by observing properties (e.g. visual, aural, textural) (GK.KE.r)	<ul style="list-style-type: none"> • Songs: Matter; Solid or Liquid • Book: Pancakes Matter • Materials • Solid and Liquid • Sight • Hearing • Touch
Explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.KE.s)	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull
LIFE SCIENCES	
Investigate, describe, and compare the characteristics that differentiate living from non-living things (GK.KE.t)	<ul style="list-style-type: none"> • Song: Living and Nonliving • Book: Everybody Needs to Eat • Living or Nonliving • Science Investigation
Observe and describe plants and animals as they go through predictable life cycles (GK.KE.u)	<ul style="list-style-type: none"> • Songs: Birds; Fish; Plant or Animal • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Observe a Simple System • Mammals • Birds • Reptiles • Amphibians • Plant or Animal • Plants

HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
LIFE SCIENCES <i>continued</i>	
Observe and describe ways in which many plants and animals resemble their parents (GK.KE.v)	<ul style="list-style-type: none"> • Songs: Birds; Fish; Plant or Animal • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Observe a Simple System • Mammals • Birds • Reptiles • Amphibians • Plant or Animal • Plants
EARTH'S PLACE IN THE UNIVERSE	
Describe and anticipate weather changes (GK.KE.w)	<ul style="list-style-type: none"> • Song: Seasons; Precipitation • Books: That's What I Like: A Book About Seasons; Whatever the Weather • Weather • Spring • Summer • Fall • Winter
Name any celestial object seen in the day or night sky (GK.KE.x)	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Book: Star Pictures • Sun • Moon • Constellations
ENGINEERING, TECHNOLOGY, AND APPLICATIONS OF SCIENCE	
With adult assistance, recognize examples of technologies (e.g. knife, pencil, computer, pencil sharpener, refrigerator) at home or in the classroom (GK.KE.y)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
SOCIAL STUDIES: HISTORY	
Recognize calendars and simple timelines (GK.KE.z)	<ul style="list-style-type: none"> • Book: • Calendar/Graph Weather • Today • Yesterday/Tomorrow
GEOGRAPHY	
Construct and describe simple maps of the classroom or home (GK.KE.aa)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Engage in activities that build understanding of words for locations and direction (GK.KE.bb)	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Right, Left • Over, Under, Above, Below • Inside, Outside, Between • First, Next, and Last • First, Middle, Last

HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
ECONOMICS	
Identify people's basic needs and explain how they fulfill them (GK.KE.dd)	<ul style="list-style-type: none"> • Book: Everybody Needs to Eat • Water
Identify buyers and sellers (GK.KE.ee)	<ul style="list-style-type: none"> • Book: Follow the Apples; Bugs For Sale
Pretend to be a buyer or seller (GK.48-KE.cc)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Identify one or two workers, and their jobs in the community (GK.KE.ff)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
GOVERNMENT/POLITICAL SCIENCE	
Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)	<ul style="list-style-type: none"> • Books: I Hate Peas; Play Ball; Bad News Shoes; The Little Red Hen; Half For Me and Half For You
COMMUNITY AND CULTURE: COMMUNITY	
Use self-identifying information (e.g. name, age) in situations outside the classroom (GK.KE.gg)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
CULTURE	
Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
CREATIVE ARTS EXPRESSION AND REPRESENTATION: VISUAL	
Describe texture, color, and shape in artwork (GK.KE.ii)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Explore a variety of age-appropriate materials and media to create two- and three-dimensional artwork (GK.KE.jj)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Express an opinion about a work of art (GK.KE.kk)	<ul style="list-style-type: none"> • Squirrel's Sketches • Mama's Melody • Party Time
Explore how color can convey mood and emotion (GK.KE.ll)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
MUSICAL	
Play instruments using different beats, tempos, dynamics, and interpretation (GK.KE.mm)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others (GK.KE.nn)	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.)
Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow) (GK.KE.oo)	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.)
Identify one source of music that can be heard in daily life (GK.KE.pp)	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.

HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
MOVEMENT	
Use body, energy, space, and time to move in a few different ways (GK.KE.qq)	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody
Express self freely through movement (GK.KE.rr)	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody
Create characters through physical movement, gesture, sound, speech, and facial expressions (GK.KE.ss)	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody Papa's Play
DRAMATIC EXPRESSION	
Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Develop audience skills by observing performances or artists at work in various aspects of the Arts (GK.KE.tt)	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
ENGLISH LANGUAGE ARTS AND LITERACY	
READING LITERATURE: KEY IDEAS AND DETAILS	
Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Read-Along Books (See titles at end of document.)
With adult assistance, retell a simple story in sequence (LA.KE.g)	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Read-Along Books (See titles at end of document.) Sum Up, Remember Order What Comes Next?
Identify characters and recall major events in a story (LA.KE.i)	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Read-Along Books (See titles at end of document.) Describe Characters Sum Up, Remember Order Sum Up, Five Ws
CRAFT AND STRUCTURE	
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	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.
Begin to demonstrate an understanding of the differences between fantasy and reality (LA.KE.k)	<ul style="list-style-type: none"> Real and Make-believe
Know some features of a book (e.g. title, author, illustrator) (LA.KE.l)	<ul style="list-style-type: none"> Print Directionality Introduction

HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
INTEGRATION OF KNOWLEDGE AND IDEAS	
Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.)
Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books (See titles at end of document.)
READING INFORMATIONAL: KEY IDEAS AND DETAILS	
Identify factual information and events during conversations with adult (LA.KE.o)	<ul style="list-style-type: none"> • Look at Details • Describe Characters • Sum Up, Remember Order • Sum Up, Five Ws • What Comes Next?
CRAFT AND STRUCTURE	
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	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.
Know some features of a book (e.g. title, author, illustrator) (LA.KE.l)	<ul style="list-style-type: none"> • Print Directionality Introduction
INTEGRATION OF KNOWLEDGE AND IDEAS	
Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Words Tell About the Pictures • Picture Clues • Picture Story
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	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.
Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud (LA.KE.p)	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.)

HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
READING FOUNDATIONAL: PRINT CONCEPTS	
Practice tracking from top to bottom and left to right with scaffolding (LA.KE.q)	<ul style="list-style-type: none"> • Print Concepts • Print Directionality Introduction
Identify parts of a book (e.g. front cover, back cover, spine) (LA.KE.r)	<ul style="list-style-type: none"> • Print Directionality Introduction
Show understanding that sequence of letters represents a sequence of spoken sounds (e.g. asks how to spell a word) (LA.KE.s)	<ul style="list-style-type: none"> • Letters Make Words
With adult assistance, segment words in a simple sentence by clapping and naming number of words in a sentence (LA.KE.t)	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Look, Listen, and Match
Recognize and name 10 upper- and lower-case letters (LA.KE.u)	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters (Alphabet Introduction) • Letter Pictures • Fast Letter Fun
PHONOLOGICAL AWARENESS	
With adult assistance, generate rhyming words (LA.KE.v)	<ul style="list-style-type: none"> • Rhyming Words Song • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme
With adult assistance, match the initial sound of spoken words (LA.KE.x)	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Read with Me Books (See titles at end of document.)
PHONICS AND WORD RECOGNITION	
Associate three or more letters with their sounds (LA.KE.y)	<ul style="list-style-type: none"> • Get Started With Sounds • Sound Songs • Mama Squirrel's Sound Song • Letter Sound • Sound Room
Identify some letters in own name (LA.KE.z)	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters (Alphabet Introduction) • Letter Pictures • Fast Letter Fun • What's Your Name?
Recognize and "read" familiar words or environmental print (LA.KE.aa)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
FLUENCY	
Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Words Tell About the Pictures • Picture Clues • Picture Story

HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
WRITING: TEXT TYPES AND PURPOSES	
Add detail to drawings and other products with simple descriptive words, letters or letter forms (LA.KE.bb)	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing • Distinguish Letters (Alphabet Introduction) • Letters Make Words • Words Tell About the Pictures
Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Tell detailed stories that refer to other times and places (LA.KE.dd)	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Informational Books (See titles at end of document.) • Look at Details • Sum Up, Five Ws
Begin to use sound spelling (e.g. uses initial sound of words to write words, writes several sounds heard in words) (LA.KE.ee)	<ul style="list-style-type: none"> • Sound Songs • Letter Sound • Blend Every Sound • Initial Sound • Right Initial Sound
PRODUCTION AND DISTRIBUTION OF WRITING	
Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	Waterford encourages everyone to have writing and art materials available for children's creations.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	<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
Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me
Recall three or four items removed from view (LA.KE.ff)	<ul style="list-style-type: none"> • Memorization Skills
SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION	
Listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.KE.gg)	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.
Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b)	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.

HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION <i>continued</i>	
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	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.
Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	<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
PRESENTATION OF KNOWLEDGE AND IDEAS	
Retell experiences in order, providing details (AL/LA.48-KE.e)	<ul style="list-style-type: none"> • Look at Details • Sum Up, Remember Order • Sum Up, Five Ws
Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	<ul style="list-style-type: none"> • Squirrel's Sketches • Baby's Ballet • Mama's Melody • Papa's Play
Be understood by most adults and peers (LA.KE.hh)	Waterford introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly.
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	
When speaking: Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary) (LA.KE.ii)	<ul style="list-style-type: none"> • Songs: Nouns; Verbs; Adjectives Describe; More Than One; It Happened Yesterday
When speaking: Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) (LA.KE.jj)	<ul style="list-style-type: none"> • Song: What Is a Sentence?
When speaking: Begin to use sound spelling (e.g. uses initial sound of words to write words, write several sounds heard in words) (LA.KE.ee)	<ul style="list-style-type: none"> • Sound Songs • Letter Sound • Blend Every Sound • Initial Sound • Right Initial Sound
Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	<ul style="list-style-type: none"> • Squirrel's Sketches • Baby's Ballet • Mama's Melody • Papa's Play

HAWAII STANDARDS	WATERFORD DIGITAL RESOURCES
VOCABULARY ACQUISITION AND USE	
Describe and tell the use of many familiar items (LA.KE.kk)	<ul style="list-style-type: none"> • Look at Details • Vocabulary Introduction • Science Investigation
With adult assistance, use word relationships to sort, classify, and serialize objects using attributes such as color, shape, or size (LA.KE.II)	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest • Book: Buttons, Buttons • Size • Order Size • Sort • Tall and Short • Big and Little • Heavy and Light • Vocabulary Introduction
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.J)	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.
Recall three or four items removed from view (LA.KE.ff)	<ul style="list-style-type: none"> • Memorization Skills
Describe and tell the use of many familiar items (LA.KE.kk)	<ul style="list-style-type: none"> • Vocabulary Introduction • Look at Details • Science Investigation



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

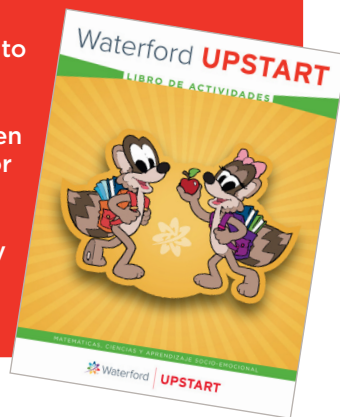
FAMILY ENGAGEMENT RESOURCES

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.