

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*Illinois Early  
Learning and  
Development  
Standards,  
Preschool 2013*

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ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LANGUAGE ARTS</b>	
<b>GOAL 1 DEMONSTRATE INCREASING COMPETENCE IN ORAL COMMUNICATION (LISTENING AND SPEAKING).</b>	
<b>LEARNING STANDARD 1.A Demonstrate understanding through age-appropriate responses.</b>	
Follow simple one-, two-, and three-step directions.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
Respond appropriately to questions from others.	Question and response conversations within Waterford's Social Emotional videos provide examples for students to ask and answer questions.
Provide comments relevant to the context.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember Order</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> <li>• Look at Details</li> </ul>
Identify emotions from facial expressions and body language.	<ul style="list-style-type: none"> <li>• Book Hoo Baby</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Where's Papa?</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Party Time</li> </ul>
<b>LEARNING STANDARD 1.B Communicate effectively using language appropriate to the situation and audience.</b>	
Use language for a variety of purposes.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Read with Me Books</li> <li>• Read Along Books (See titles at end of document.)</li> <li>• Perfect Present</li> </ul>
With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
Continue a conversation through two or more exchanges.	Waterford's Social Emotional videos model conversations between various characters as they develop ideas and communicate in complete sentences.
Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).	Waterford's Social Emotional videos model conversations and discussions between various characters with appropriate conversation rules, as they communicate in complete sentences.
<b>LEARNING STANDARD 1.C Use language to convey information and ideas.</b>	
Describe familiar people, places, things, and events and, with teacher assistance provide additional detail.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LEARNING STANDARD 1.D Speak using conventions of Standard English.</b>	
With teacher assistance use complete sentences in speaking with peers and adults in individual and group situations.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>
Speak using age-appropriate conventions of Standard English grammar and usage.	Waterford's Social Emotional videos model conversations and discussions between various characters that demonstrate the conventions of Standard English grammar as they communicate in complete sentences.
Understand and use question words in speaking.	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Find an Answer</li> </ul>
<b>LEARNING STANDARD 1.E Use increasingly complex phrases, sentences, and vocabulary.</b>	
With teacher assistance, begin to use increasingly complex sentences.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> <li>• Vocabulary</li> </ul>
Exhibit curiosity and interest in learning new words heard in conversations and books.	Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.
With teacher assistance, use new words acquired through conversations and book-sharing experiences.	Waterford provides opportunities for students to use words acquired through conversations and to read and be read to, encouraging book-sharing experiences. <ul style="list-style-type: none"> <li>• Vocabulary Introduction</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read Along Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)
With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
With teacher assistance, use adjectives to describe people, places, and things.	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Vocabulary</li> <li>• Look at Details</li> </ul>
<b>GOAL 2 DEMONSTRATE UNDERSTANDING AND ENJOYMENT OF LITERATURE.</b>	
<b>LEARNING STANDARD 2.A Demonstrate interest in stories and books.</b>	
Engage in book-sharing experiences with purpose and understanding.	<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> (See titles at end of document.)
Look at books independently, pretending to read.	<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> (See titles at end of document.)

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LEARNING STANDARD 2.B Recognize key ideas and details in stories.</b>	
With teacher assistance, ask and answer questions about books read aloud.	<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 (See titles at end of document.)</li> <li>• Look at Details</li> <li>• Find an Answer</li> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> </ul>
With teacher assistance, retell familiar stories with three or more key events.	<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 (See titles at end of document.)</li> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> <li>• Picture Story</li> </ul>
With teacher assistance, identify main character(s) of the story.	<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 (See titles at end of document.)</li> <li>• Describe Characters</li> </ul>
<b>LEARNING STANDARD 2.C Recognize concepts in books.</b>	
Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).	<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 (See titles at end of document.)</li> </ul>
Identify the front and back covers of books and display the correct orientation of books and page-turning skills.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
With teacher assistance, describe the role of an author and illustrator.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
<b>LEARNING STANDARD 2.D Establish personal connections with books.</b>	
With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Step Into the Story</li> <li>• Connect to Me</li> </ul>
With teacher assistance, compare and contrast two stories relating to the same topic.	<ul style="list-style-type: none"> <li>• Books: Creepy Crawlers; Garden Visitors</li> </ul>

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 3 DEMONSTRATE INTEREST IN AND UNDERSTANDING OF INFORMATIONAL TEXT.</b>	
<b>LEARNING STANDARD 3.A Recognize key ideas and details in nonfiction text.</b>	
With teacher assistance, ask and answer questions about details in a nonfiction book.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>
With teacher assistance, retell detail(s) about main topic in a nonfiction book.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>
<b>LEARNING STANDARD 3.B Recognize features of nonfiction books.</b>	
With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>
<b>GOAL 4 DEMONSTRATE INCREASING AWARENESS OF AND COMPETENCE IN EMERGENT READING SKILLS AND ABILITIES.</b>	
<b>LEARNING STANDARD 4.A Demonstrate understanding of the organization and basic features of print.</b>	
Recognize the differences between print and pictures.	<ul style="list-style-type: none"> <li>Words Tell About the Pictures</li> <li>Picture Story</li> </ul>
Begin to follow words from left to right, top to bottom, and page by page.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions.
Recognize the one-to-one relationship between spoken and written words.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Letters Make Words</li> <li>Print Directionality</li> <li>Words Tell About the Pictures</li> </ul>
Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Print Directionality</li> </ul>
Recognize that letters are grouped to form words.	<ul style="list-style-type: none"> <li>Letters Make Words</li> </ul>
Differentiate letters from numerals.	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>Alphabet Review</li> <li>Distinguish Letters (Alphabet Introduction)</li> <li>Print Concepts</li> <li>Letters Make Words</li> </ul>
<b>LEARNING STANDARD 4.B Demonstrate an emerging knowledge and understanding of the alphabet.</b>	
With teacher assistance, recite the alphabet.	<ul style="list-style-type: none"> <li>ABC Songs</li> </ul>
Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>What's Your Name?</li> <li>Alphabet Review</li> <li>Letter Checker</li> <li>Fast Letter Fun</li> <li>Hidden Letters</li> <li>Find the Letter</li> <li>Name That Letter</li> </ul>
With teacher assistance, match some upper/lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>ABC Songs</li> <li>Alphabet Review</li> <li>Name That Letter</li> </ul>
With teacher assistance, begin to form some letters of the alphabet, especially those in own name.	Waterford encourages everyone to have drawing and writing materials available for children's creations.

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LEARNING STANDARD 4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</b>	
Recognize that sentences are made up of separate words.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Look, Listen, and Match</li> </ul>
With teacher assistance, recognize and match words that rhyme.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>
Demonstrate ability to segment and blend syllables in words (e.g., "trac/tor, tractor").	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Take Away Syllables</li> </ul>
With teacher assistance, isolate and pronounce the initial sounds in words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Where is the Sound?</li> </ul>
With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).	<ul style="list-style-type: none"> <li>• Get Started With Sounds</li> <li>• One, Two, Three Sounds</li> <li>• Blending</li> <li>• Blend Onset/Rime</li> <li>• Blending Dragon</li> </ul>
With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).	<ul style="list-style-type: none"> <li>• Phoneme Segmentation</li> </ul>
With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> <li>• Barnyard Bash</li> </ul>
<b>LEARNING STANDARD 4.D Demonstrate emergent phonics and word-analysis skills.</b>	
Recognize own name and common signs and labels in the environment.	<ul style="list-style-type: none"> <li>• What's Your Name?</li> </ul>
With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.	<ul style="list-style-type: none"> <li>• Letter Sounds</li> <li>• Name That Letter Sound</li> <li>• Name That Letter</li> </ul>
With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Letter Sounds</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Name That Letter</li> <li>• Stick 'n' Spell</li> </ul>

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 5 DEMONSTRATE INCREASING AWARENESS OF AND COMPETENCE IN EMERGENT WRITING SKILLS AND ABILITIES.</b>	
<b>LEARNING STANDARD 5.A Demonstrate growing interest and abilities in writing.</b>	
Experiment with writing tools and materials.	Waterford encourages everyone to have drawing and writing materials available for children’s creations.
Use scribbles, letterlike forms, or letter/words to represent written language.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> </ul>
With teacher assistance, write own first name using appropriate upper/lowercase letters.	<ul style="list-style-type: none"> <li>• What’s Your Name?</li> <li>• Letter Picture Writing</li> </ul>
<b>LEARNING STANDARD 5.B Use writing to represent ideas and information.</b>	
With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.	Waterford encourages everyone to have drawing and writing materials available for children’s creations.
With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Waterford encourages everyone to have drawing and writing materials available for children’s creations.
With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	Waterford encourages everyone to have drawing and writing materials available for children’s creations.
<b>LEARNING STANDARD 5.C Use writing to research and share knowledge.</b>	
Participate in group projects or units of study designed to learn about a topic of interest.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>MATHEMATICS</b>	
<b>GOAL 6 DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION AND OPERATIONS.</b>	
<b>LEARNING STANDARD 6.A Demonstrate beginning understanding of numbers, number names, and numerals.</b>	
Count with understanding and recognize “how many” in small sets up to 5.	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Order Numbers</li> <li>• Counting Puzzle</li> </ul>
Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Moving Target-Dots</li> </ul>
Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”.	<ul style="list-style-type: none"> <li>• Song: Zero is a Big Round Hole</li> </ul>



ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LEARNING STANDARD 6.A Demonstrate beginning understanding of numbers, number names, and numerals <i>continued</i>.</b>	
Connect numbers to quantities they represent using physical models and informal representations.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Moving Target-Dots</li> <li>• Match</li> <li>• Number Instruction</li> </ul>
Differentiate numerals from letters and recognize some single-digit written numerals.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Match</li> </ul>
Verbally recite numbers from 1 to 10.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Order Numbers</li> <li>• Number Counting</li> </ul>
Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?”	<ul style="list-style-type: none"> <li>• Song: Counting On</li> <li>• Count On</li> <li>• Counting Songs</li> <li>• Order Numbers</li> <li>• Number Line</li> <li>• Counting Puzzle</li> </ul>
<b>LEARNING STANDARD 6.B Add and subtract to create new numbers and begin to construct sets.</b>	
Recognize that numbers (or sets of objects) can be combined or separated to make another number.	<ul style="list-style-type: none"> <li>• Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Act Out Addition</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> </ul>
Show understanding of how to count out and construct sets of objects of a given number up to 5.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Books</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul>
Identify the new number created when small sets (up to 5) are combined or separated.	<ul style="list-style-type: none"> <li>• Sums to 5</li> <li>• Add Groups</li> <li>• Minuends to 5</li> <li>• Subtract From 5</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
Informally solve simple mathematical problems presented in a meaningful context.	<ul style="list-style-type: none"> <li>• Songs: Addition; On the Bayou; Pirates Can Add; Bakery Subtraction; Subtract Those Cars</li> <li>• Book: Five Delicious Muffins</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>
Fairly share a set of up to 10 items between two children.	<ul style="list-style-type: none"> <li>• Song: Fractions</li> <li>• Book: Half for You and Half for Me</li> <li>• Equal Parts Fractions</li> </ul>

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LEARNING STANDARD 6.C Begin to make reasonable estimates of numbers.</b>	
Estimate number of objects in a small set.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>LEARNING STANDARD 6.D Compare quantities using appropriate vocabulary terms.</b>	
Compare two collections to see if they are equal or determine which is more, using a procedure of the child’s choice.	<ul style="list-style-type: none"> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Make and Count Groups</li> </ul>
Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to”, or “same as”.	<ul style="list-style-type: none"> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Make and Count Groups</li> </ul>
<b>GOAL 7 EXPLORE MEASUREMENT OF OBJECTS AND QUANTITIES.</b>	
<b>LEARNING STANDARD 7.A Measure objects and quantities using direct comparison methods and nonstandard units.</b>	
Compare, order, and describe objects according to a single attribute.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest: Measuring Plants</li> <li>• Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Capacity</li> </ul>
Use nonstandard units to measure attributes such as length and capacity.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Size</li> <li>• Length</li> <li>• Capacity</li> </ul>
Use vocabulary that describes and compares length, height, weight, capacity, and size.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest: Measuring Plants</li> <li>• Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Capacity</li> </ul>
Begin to construct a sense of time through participation in daily activities.	<ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday/Tomorrow</li> <li>• Calendar/Graph Weather</li> </ul>
<b>LEARNING STANDARD 7.B Begin to make estimates of measurements.</b>	
Practice estimating in everyday play and everyday measurement problems.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> </ul>

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LEARNING STANDARD 7.C Explore tools used for measurement.</b>	
With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.	<ul style="list-style-type: none"> <li>• Book: How Long is a Minute?</li> <li>• Tell Time</li> <li>• Length</li> </ul>
<b>GOAL 8 IDENTIFY AND DESCRIBE COMMON ATTRIBUTES, PATTERNS, AND RELATIONSHIPS IN OBJECTS.</b>	
<b>LEARNING STANDARD 8.A Explore objects and patterns.</b>	
Sort, order, compare, and describe objects according to characteristics or attribute(s).	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Size</li> <li>• Order Size</li> <li>• Sort</li> <li>• Big and Little</li> <li>• Short and Tall</li> <li>• Heavy and Light</li> </ul>
Recognize, duplicate, extend, and create simple patterns in various formats.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB; ABB; ABC</li> </ul>
<b>LEARNING STANDARD 8.B Describe and document patterns using symbols.</b>	
With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern AB; ABB; ABC</li> </ul>
<b>GOAL 9 EXPLORE CONCEPTS OF GEOMETRY AND SPATIAL RELATIONS.</b>	
<b>LEARNING STANDARD 9.A Recognize, name, and match common shapes.</b>	
Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
Sort collections of two- and three-dimensional shapes and describe some of their attributes (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Sort</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LEARNING STANDARD 9.A Recognize, name, and match common shapes <i>continued</i>.</b>	
Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
Combine two-dimensional shapes to create new shapes.	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<b>LEARNING STANDARD 9.B Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.</b>	
Show understanding of location and ordinal position.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Books: Up in the Air; The Circus Came to Town</li> <li>• Position</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>• First, Next, and Last</li> </ul>
Use appropriate vocabulary for identifying location and ordinal position.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks; Ordinals</li> <li>• Books: Up in the Air; The Circus Came to Town</li> <li>• First, Next, and Last</li> <li>• Position</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> </ul>
<b>GOAL 10 BEGIN TO MAKE PREDICTIONS AND COLLECT DATA INFORMATION.</b>	
<b>LEARNING STANDARD 10.A Generate questions and processes for answering them.</b>	
With teacher assistance, come up with meaningful questions that can be answered through gathering information.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul>
Gather data about themselves and their surroundings to answer meaningful questions.	<ul style="list-style-type: none"> <li>• Books: Milton's Mittens; One More Cat</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LEARNING STANDARD 10.B Organize and describe data and information.</b>	
Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method; Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> <li>• Science Investigation</li> </ul>
<b>LEARNING STANDARD 10.C Determine, describe, and apply the probabilities of events.</b>	
Describe likelihood of events with appropriate vocabulary, such as "possible", "impossible", "always", and "never".	<ul style="list-style-type: none"> <li>• Song: Probability</li> </ul>
<b>SCIENCE</b>	
<b>GOAL 11 DEMONSTRATE CURIOSITY ABOUT THE WORLD AND BEGIN TO USE THE PRACTICES OF SCIENCE AND ENGINEERING TO ANSWER QUESTIONS AND SOLVE PROBLEMS.</b>	
<b>LEARNING STANDARD 11.A Develop beginning skills in the use of science and engineering practices, such as observing asking questions, solving problems, and drawing conclusions.</b>	
Express wonder and curiosity about their world by asking questions, solving problems, and designing things.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Magnets</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> </ul>
Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.	Waterford encourages everyone to have writing, drawing and art materials available for children's creations.
Plan and carry out simple investigations.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul>
Collect, describe, compare, and record information from observations and investigations.	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
Use mathematical and computational thinking.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than; Pirates Can Add; On the Bayou; Bakery Subtraction; Circus Subtraction</li> <li>• Book: For the Birds</li> <li>• Add Groups</li> <li>• Act Out Addition</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> <li>• Make and Count Groups</li> </ul>
Make meaning from experience and information by describing, talking and thinking about what happened during an investigation.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Build Knowledge</li> <li>• Observe a Simple System</li> </ul>
Generate explanations and communicate ideas and/or conclusions about their investigations.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 12 EXPLORE CONCEPTS AND INFORMATION ABOUT THE PHYSICAL, EARTH, AND LIFE SCIENCES.</b>	
<b>LEARNING STANDARD 12.A Understand that living things grow and change.</b>	
Observe, investigate, describe, and categorize living things.	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Birds; Invertebrates; Vertebrates</li> <li>• Books: Creepy Crawlers; Follow the Apples!</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</li> <li>• Spiders</li> <li>• Vertebrates</li> <li>• Invertebrates</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>
Show an awareness of changes that occur in oneself and the environment.	<ul style="list-style-type: none"> <li>• Songs: Plants are Growing; Seasons</li> <li>• Book: That's What I Like, a Book About Seasons</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Plants</li> <li>• Amphibians</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
<b>LEARNING STANDARD 12.C Explore the physical properties of objects.</b>	
Identify, describe, and compare the physical properties of objects.	<ul style="list-style-type: none"> <li>• Song; Same and Different</li> <li>• Book: Buttons, Buttons</li> <li>• Matching</li> <li>• Make Comparisons</li> <li>• Size</li> <li>• Sort</li> <li>• Simple Shapes</li> </ul>
Experiment with changes in matter when combined with other substances.	<ul style="list-style-type: none"> <li>• Song: Matter</li> <li>• Book: Pancakes Matter</li> </ul>
<b>LEARNING STANDARD 12.D Explore concepts of force and motion.</b>	
Describe the effects of forces in nature.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Precipitation; Storms</li> <li>• Sun</li> </ul>
Explore the effect of force on objects in and outside the early childhood environment.	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LEARNING STANDARD 12.E Explore concepts and information related to the Earth, including ways to take care of our planet.</b>	
Observe and describe characteristics of earth, water, and air.	<ul style="list-style-type: none"> <li>• Songs: Air; Water; Uses of Water</li> <li>• Book: Where in the World Would You Go Today?</li> </ul>
Participate in discussions about simple ways to take care of the environment.	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> </ul>
<b>LEARNING STANDARD 12.F Explore changes related to the weather and seasons.</b>	
Observe and discuss changes in weather and seasons using common vocabulary.	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation; Sun Blues</li> <li>• Book: That's What I Like, A Book About Seasons</li> <li>• Summer</li> <li>• Spring</li> <li>• Winter</li> <li>• Fall</li> <li>• Weather</li> <li>• Sun</li> <li>• Clouds</li> </ul>
<b>GOAL 13 UNDERSTAND IMPORTANT CONNECTIONS AND UNDERSTANDINGS IN SCIENCE AND ENGINEERING.</b>	
<b>LEARNING STANDARD 13.A Understand rules to follow when investigating and exploring.</b>	
Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul>
<b>LEARNING STANDARD 13.B Use tools and technology to assist with science and engineering investigations.</b>	
Use nonstandard and standard scientific tools for investigation.	<ul style="list-style-type: none"> <li>• Science Tools</li> </ul>
Become familiar with technological tools that can aid in scientific inquiry.	<ul style="list-style-type: none"> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>
<b>SOCIAL STUDIES</b>	
<b>GOAL 14 UNDERSTAND SOME CONCEPTS RELATED TO CITIZENSHIP.</b>	
<b>LEARNING STANDARD 14.A Understand what it means to be a member of a group and community.</b>	
Recognize the reasons for rules in the home and early childhood environment and for laws in the community.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
Contribute to the well-being of one's early childhood environment, school, and community.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>LEARNING STANDARD 14.B Understand the structures and functions of the political systems of Illinois, the United States, and other nations.</b>	
*Not Applicable*	
<b>LEARNING STANDARD 14.C Understand ways groups make choices and decisions.</b>	
Participate in voting as a way of making choices.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LEARNING STANDARD 14.D Understand the role that individuals can play in a group or community.</b>	
Develop an awareness of what it means to be a leader.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Participate in a variety of roles in the early childhood environment.	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Family</li> <li>• Clubhouse</li> <li>• Boo Hoo Baby</li> <li>• The Picnic</li> <li>• Dinner Time</li> </ul>
<b>LEARNING STANDARD 14.E Understand United States foreign policy as it relates to other nations and international issues.</b>	
*Not Applicable*	
<b>LEARNING STANDARD 14.F Understand the development of United States’ political ideas and traditions.</b>	
*Not Applicable*	
<b>GOAL 15 EXPLORE ECONOMIC SYSTEMS AND HUMAN INTERDEPENDENCE.</b>	
<b>LEARNING STANDARD 15.A Explore roles in the economic system and workforce.</b>	
Describe some common jobs and what is needed to perform those jobs.	<ul style="list-style-type: none"> <li>• Books: Play Ball; Follow the Apples!</li> </ul>
Discuss why people work.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>LEARNING STANDARD 15.B Explore issues of limited resources in the early childhood environment and world.</b>	
Understand that some resources and money are limited.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>LEARNING STANDARD 15.C Understand that scarcity necessitates choices by producers.</b>	
*Not Applicable*	
<b>LEARNING STANDARD 15.D Explore concepts about trade as an exchange of goods or services.</b>	
Begin to understand the use of trade or money to obtain goods and services.	<ul style="list-style-type: none"> <li>• Book: Bugs For Sale</li> </ul>
<b>LEARNING STANDARD 15.E Understand the impact of government policies and decisions on production and consumption in the economy.</b>	
*Not Applicable*	
<b>GOAL 16 DEVELOP AN AWARENESS OF THE SELF AND HIS OR HER UNIQUENESS AND INDIVIDUALITY.</b>	
<b>LEARNING STANDARD 16.A Explore his or her self and personal history.</b>	
Recall information about the immediate past.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Develop a basic awareness of self as an individual.	<ul style="list-style-type: none"> <li>• Books: Mine; Jose Three</li> <li>• My Family</li> <li>• Come Inside</li> </ul>
<b>LEARNING STANDARD 16.B Understand the development of significant political events.</b>	
*Not Applicable*	
<b>LEARNING STANDARD 16.C Understand the development of economic systems.</b>	
*Not Applicable*	
<b>LEARNING STANDARD 16.D Understand Illinois, United States, and world social history.</b>	
*Not Applicable*	



ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
LEARNING STANDARD 16.E Understand Illinois, United States, and world environmental history.	
*Not Applicable*	
<b>GOAL 17 EXPLORE GEOGRAPHY, THE CHILD’S ENVIRONMENT, AND WHERE PEOPLE LIVE, WORK, AND PLAY.</b>	
LEARNING STANDARD 17.A Explore environments and where people live.	
Locate objects and places in familiar environments.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Express beginning geographic thinking.	<ul style="list-style-type: none"> <li>• Sing Around the World songs are introduced with a map showing the location of the country represented in song.</li> <li>• Book: Where in the World Would You Go Today?</li> <li>• Wetlands</li> <li>• Rainforests</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Prairies</li> <li>• Ecosystems</li> </ul>
LEARNING STANDARD 17.B Analyze and explain characteristics and interactions of the Earth’s physical systems.	
*Not Applicable*	
LEARNING STANDARD 17.C Understand relationships between geographic factors and society.	
*Not Applicable*	
LEARNING STANDARD 17.D Understand the historical significance of geography.	
*Not Applicable*	
<b>GOAL 18 EXPLORE PEOPLE AND FAMILIES.</b>	
LEARNING STANDARD 18.A Explore people, their similarities, and their differences.	
Recognize similarities and differences in people.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Books: Mine; Moving Day; Seeing Fingers</li> <li>• My Family</li> <li>• Come Inside</li> <li>• My Name is Squirrel</li> </ul>
LEARNING STANDARD 18.B Develop an awareness of self within the context of family.	
Understand that each of us belongs to a family and recognize that families vary.	<ul style="list-style-type: none"> <li>• Books: Mine; Jose Three</li> <li>• My Family</li> <li>• Come Inside</li> </ul>
LEARNING STANDARD 18.C Understand how social systems form and develop over time.	
*Not Applicable*	

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>PHYSICAL DEVELOPMENT AND HEALTH</b>	
<b>GOAL 19 ACQUIRE MOVEMENT SKILLS AND UNDERSTAND CONCEPTS NEEDED TO EXPLORE THE ENVIRONMENT, SUPPORT LEARNING, AND ENGAGE IN HEALTH-ENHANCING PHYSICAL ACTIVITY.</b>	
<b>LEARNING STANDARD 19.A Demonstrate physical competency and control of large and small muscles.</b>	
Engage in active play using gross- and fine-motor skills.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Move with balance and control in a range of physical activities.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Use strength and control to accomplish tasks.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Use eye-hand coordination to perform tasks.	<ul style="list-style-type: none"> <li>• The daily use of a touch pad or mouse develops dexterity and eye-hand coordination.</li> </ul>
Use writing and drawing tools with some control.	Waterford encourages everyone to have writing and drawing materials available for children’s creations. Children also must practice writing letters and words.
<b>LEARNING STANDARD 19.B Demonstrate awareness and coordination of body movements.</b>	
Coordinate movements to perform complex tasks.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Demonstrate body awareness when moving in different spaces.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Combine large motor movements with and without the use of equipment.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>LEARNING STANDARD 19.C Demonstrate knowledge of rules and safety during activity.</b>	
Follow simple safety rules while participating in activities.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>GOAL 20 DEVELOP HABITS FOR LIFELONG FITNESS.</b>	
<b>LEARNING STANDARD 20.A Achieve and maintain a health-enhancing level of physical fitness.</b>	
Participate in activities to enhance physical fitness.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
Exhibit increased levels of physical activity.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>LEARNING STANDARD 20.B Assess individual fitness levels.</b>	
*Not Applicable*	
<b>LEARNING STANDARD 20.C Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.</b>	
*Not Applicable*	
<b>GOAL 21 DEVELOP TEAM-BUILDING SKILLS BY WORKING WITH OTHERS THROUGH PHYSICAL ACTIVITY.</b>	
<b>LEARNING STANDARD 21.A Demonstrate individual responsibility during group physical activities.</b>	
Follow rules and procedures when participating in group physical activities.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Follow directions, with occasional adult reminders, during group activities.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>LEARNING STANDARD 21.B Demonstrate cooperative skills during structured group physical activity.</b>	
Demonstrate ability to cooperate with others during group physical activities.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 22 UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.</b>	
<b>LEARNING STANDARD 22.A Explain the basic principles of health promotion, illness prevention, treatment, and safety.</b>	
Identify simple practices that promote healthy living and prevent illness.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Healthy Food</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> </ul>
Demonstrate personal care and hygiene skills, with adult reminders.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul>
Identify and follow basic safety rules.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> </ul>
<b>LEARNING STANDARD 22.B Describe and explain the factors that influence health among individuals, groups, and communities.</b>	
*Not Applicable*	
<b>LEARNING STANDARD 22.C Explain how the environment can affect health.</b>	
*Not Applicable*	
<b>GOAL 23 UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.</b>	
<b>LEARNING STANDARD 23.A Describe and explain the structure and functions of the human body systems and how they interrelate.</b>	
Identify body parts and their functions.	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes</li> <li>• Books: Legs; Fawn Eyes</li> <li>• Parts of the Face</li> <li>• Body Parts</li> </ul>
<b>LEARNING STANDARD 23.B Identify ways to keep the body healthy.</b>	
Identify examples of healthy habits.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Healthy Food</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> </ul>
Identify healthy and nonhealthy foods and explain the effect of these foods on the body.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> <li>• Dinner Time</li> </ul>
<b>LEARNING STANDARD 23.C Describe factors that affect growth and development.</b>	
*Not Applicable*	

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOAL 24 PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.</b>	
LEARNING STANDARD 24.A Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.	
*Refer to Social/Emotional Development*	
LEARNING STANDARD 24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations.	
Participate in activities to learn to avoid dangerous situations.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> </ul>
<b>THE ARTS</b>	
<b>GOAL 25 GAIN EXPOSURE TO AND EXPLORE THE ARTS.</b>	
LEARNING STANDARD 25.A Investigate, begin to appreciate, and participate in the arts.	
Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
Drama: Begin to appreciate and participate in dramatic activities.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Papa’s Play</li> </ul>
Music: Begin to appreciate and participate in music activities.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Mama’s Melody</li> </ul>
Visual Arts: Investigate and participate in activities using visual arts materials.	Waterford encourages everyone to have drawing and art materials available for children’s creations.
LEARNING STANDARD 25.B Display an awareness of some distinct characteristics of the arts.	
Describe or respond to their creative work or the creative work of others.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> <li>• Party Time</li> </ul>
<b>GOAL 26 UNDERSTAND THAT THE ARTS CAN BE USED TO COMMUNICATE IDEAS AND EMOTIONS.</b>	
LEARNING STANDARD 26.A Understand processes, traditional tools, and modern technologies used in the arts.	
*Not Applicable*	
LEARNING STANDARD 26.B Understand ways to express meaning through the arts.	
Use creative arts as an avenue for self-expression.	Waterford encourages everyone to have drawing and art materials available for children’s creations.
<b>GOAL 27 UNDERSTAND THE ROLE OF THE ARTS IN CIVILIZATIONS PAST AND PRESENT.</b>	
LEARNING STANDARD 27.A Analyze how the arts function in history, society, and everyday life.	
*Not Applicable*	
LEARNING STANDARD 27.B Understand how the arts shape and reflect history, society, and everyday life.	
*Not Applicable*	

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>ENGLISH LANGUAGE LEARNER HOME LANGUAGE DEVELOPMENT</b>	
<b>GOAL 28 USE THE HOME LANGUAGE TO COMMUNICATE WITHIN AND BEYOND THE CLASSROOM.</b>	
LEARNING STANDARD 28.A Use the home language at age-appropriate levels for a variety of social and academic purposes.	
May demonstrate progress and mastery of benchmarks through home language.	Waterford provides Native Language support. With this feature enabled, when the student clicks Repeat, the instructions are given in the student's Native Language, followed in English.
Use home language in family, community, and early childhood settings.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
<b>GOAL 29 USE THE HOME LANGUAGE TO MAKE CONNECTIONS AND REINFORCE KNOWLEDGE AND SKILLS ACROSS ACADEMIC AND SOCIAL AREAS.</b>	
LEARNING STANDARD 29.A Use the home language to attain benchmarks across all the learning areas and build upon and develop transferable language and literacy skills.	
Use home cultural and linguistic knowledge to express current understandings and construct new concepts.	UPSTART families receive weekly emails that inspire families to use thematic vocabulary to speak with their children.
With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.	ELL Students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.
Exhibit foundational literacy skills in home language to foster transfer to English.	Waterford provides Native Language support. With this feature enabled, when the student clicks Repeat, the instructions are given in the student's Native Language, followed in English.
<b>SOCIAL EMOTIONAL DEVELOPMENT</b>	
<b>GOAL 30 DEVELOP SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS AND DEVELOP POSITIVE RELATIONSHIPS WITH OTHERS.</b>	
LEARNING STANDARD 30.A Identify and manage one's emotions and behavior.	
Recognize and label basic emotions.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Baby's Ball</li> <li>• Boo Hoo Baby</li> </ul>
Use appropriate communication skills when expressing needs, wants, and feelings.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> <li>• Noisy Children</li> </ul>
LEARNING STANDARD 30.A Identify and manage one's emotions and behavior <i>continued.</i>	

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
Express feelings that are appropriate to the situation.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Boo Hoo Baby</li> <li>• Where's Papa?</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Party Time</li> </ul>
Begin to understand and follow rules.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
Use materials with purpose, safety, and respect.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as they learn to respect the property of others as well as their own.
Begin to understand the consequences of his or her behavior.	<ul style="list-style-type: none"> <li>• Broken Lamp</li> </ul>
<b>LEARNING STANDARD 30.B Recognize own uniqueness and personal qualities.</b>	
Describe self using several basic characteristics.	<ul style="list-style-type: none"> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
<b>LEARNING STANDARD 30.C Demonstrate skills related to successful personal and school outcomes.</b>	
Exhibit eagerness and curiosity as a learner.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> </ul>
Demonstrate persistence and creativity in seeking solutions to problems.	<ul style="list-style-type: none"> <li>• Book: Milton's Mittens</li> <li>• Musical Mayhem</li> <li>• Marmot Basket</li> <li>• Boo Hoo Baby</li> </ul>
Show some initiative, self-direction, and independence in actions.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> <li>• Boo Hoo Baby</li> </ul>
Demonstrate engagement and sustained attention in activities.	Engaging activities in Waterford hold children's attention and build persistence by allowing them to click Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.
<b>GOAL 31 USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.</b>	
<b>LEARNING STANDARD 31.A Develop positive relationships with peers and adults.</b>	
Show empathy, sympathy, and caring for others.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Papa's Thumb</li> <li>• Musical Mayhem</li> </ul>
Recognize the feelings and perspectives of others.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Do I Have To?</li> <li>• Papa's Thumb</li> <li>• Musical Mayhem</li> </ul>
<b>LEARNING STANDARD 31.A Develop positive relationships with peers and adults <i>continued</i>.</b>	

ILLINOIS STANDARDS	WATERFORD DIGITAL RESOURCES
Interact easily with familiar adults.	<ul style="list-style-type: none"> <li>• Mama’s Melody</li> <li>• Where’s Papa?</li> <li>• Soup’s On!</li> <li>• Find Me!</li> </ul>
Demonstrate attachment to familiar adults.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Soup’s On!</li> <li>• My Family</li> <li>• Where’s Papa?</li> <li>• Squirrel’s Blocks</li> </ul>
Develop positive relationships with peers.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Musical Mayhem</li> </ul>
<b>LEARNING STANDARD 31.B Use communication and social skills to interact effectively with others.</b>	
Interact verbally and nonverbally with other children.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>
Engage in cooperative group play.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>
Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>LEARNING STANDARD 31.C Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	
Begin to share materials and experiences and take turns.	<ul style="list-style-type: none"> <li>• Book: Half for You and Half for Me</li> </ul>
Solve simple conflicts with peers with independence, using gestures or words.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> </ul>
Seek adult help when needed to resolve conflict.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>GOAL 32 DEMONSTRATE DECISION-MAKING SKILLS AND BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.</b>	
<b>LEARNING STANDARD 32.A Begin to consider ethical, safety, and societal factors in making decisions.</b>	
Participate in discussions about why rules exist.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
Follow rules and make good choices about behavior.	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.”
<b>LEARNING STANDARD 32.B Apply decision-making skills to deal responsibly with daily academic and social situations.</b>	
Participate in discussions about finding alternative solutions to problems.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>LEARNING STANDARD 32.C Contribute to the well-being of one’s school and community.</b>	
*Refer to Social Studies, Standard 14.A*	



**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

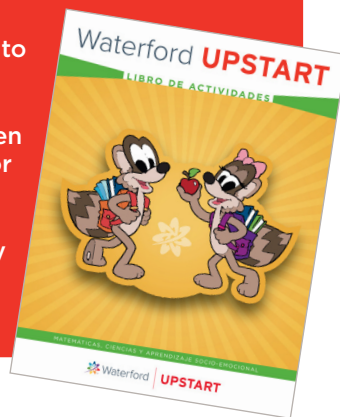
## FAMILY ENGAGEMENT RESOURCES

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.