AUGUST 2018

Correlation Criteria:
INDIANA EARLY LEARNING FOUNDATIONS 2015

CURRICULUM Correlation

Waterford UPSTART

100%

Indiana Early Learning Foundations 2015
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| Respond to complex gestures and/or actions to communicate (such as comforting others who are crying) | • Boo Hoo Baby  
• Do I Have To?  
• Find Me!  
• Lost and Found  
• It’s Not Fair! |
| Listen to and follow multi-step directions | Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, to understand, and to respond appropriately to multi-step directions. |
| **ELA1.2 DEMONSTRATE EXPRESSIVE COMMUNICATION** |  |
| Demonstrate continual growth in increasingly varied and complex vocabulary | All Read with Me books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration. |
| Use complex gestures and actions to communicate | • Build Knowledge; Noise? What Noise? |
| Use complex sentences | • Song: What Is a Sentence?  
• Sentences |
| Describe activities, experiences, and stories with expanded detail | • Look at Details  
• Sum Up, Remember Order  
• Five W’s  
• What Comes Next? |
| Change word tense to indicate time | • Sum Up, Remember Order  
• First, Next, and Last  
• Verbs |
| **ELA1.3 DEMONSTRATE ABILITY TO ENGAGE IN CONVERSATIONS** |  |
| Answer questions posed by adults or peers | Question and response conversations within Waterford’s Social Emotional videos provide examples for students to ask and answer questions. |
| Ask questions for understanding and clarity | • Science Investigation  
• Find an Answer |
<p>| Make on-topic comments | Social Emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. |
| Stay on topic in two-way conversation that involves multiple turns | Social Emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. |
| Communicate actively in group activities | Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences. |</p>
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| Recognize and identify most uppercase and some lowercase letters | • ABC Songs  
   • Letter Pictures  
   • Distinguish Letters  
   • Name That Letter  
   • Hidden Letters  
   • Fast Letter Fun |
| Recognize own name in print | • What's Your Name?  
   • Distinguish Letters |
| **ELA2.2: DEMONSTRATE PHONOLOGICAL AWARENESS** | |
| Demonstrate basic knowledge of letter-sound correspondence | • Letter Sound Songs  
   • Sound Room  
   • Name That Letter Sound  
   • Letter Sound  
   • Letter Sound Screening  
   • Choose a Sound |
| Engage in rhyming games and songs; can complete a familiar rhyme | • Sing a Rhyme Songs/Books  
   (See titles at end of document.)  
   • Rhyming Words Song  
   • Rhyme  
   • Rhyme Match  
   • Finish the Picture  
   • One Doesn't Rhyme |
| Make rhymes to simple words | • Sing a Rhyme Songs/Books  
   (See titles at end of document.)  
   • Rhyming Words Song  
   • Rhyme  
   • Rhyme Match  
   • Finish the Picture  
   • One Doesn't Rhyme |
| Identify, blend, and segment syllables in spoken words with modeling and support | • Syllables  
   • Syllable Safari  
   • Blending  
   • Blending Riddles  
   • Blending Dragon  
   • Blend Every Sound  
   • Phoneme Segmentation |
| Isolate the initial sound in some words | • Initial Sound  
   • Right Initial Sound  
   • Where is the Sound?  
   • One, Two, Three Sounds |
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<td><strong>ELA2.3: DEMONSTRATE AWARENESS AND UNDERSTANDING OF CONCEPTS OF PRINT</strong></td>
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<td>Know features of books such as title, author, and illustrator</td>
<td>Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud.</td>
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| Understand that print carries meaning | • Letters Make Words  
• Words Tell About the Pictures  
• Print Concepts  
• Look, Listen, and Match  
• Picture Story |
| Track words in a book from left to right, top to bottom, and page to page with adult support | All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The lessons highlight text for the learner which helps show the sequence of print.  
• Print Concepts  
• Print Directionality |
| **ELA2.4: DEMONSTRATE COMPREHENSION** | |
| Respond and interact with stories (fictional and nonfictional) | • Connect to Me  
• Read with Me Books  
• Sing a Rhyme Songs/Books  
(See titles at end of document.)  
• Real and Make-believe |
| Answer questions about a story | • Find an Answer  
• Describe Characters  
• Compare Characters  
• What Comes Next?  
• Sum Up, Remember Order  
• Sum Up, Five W’s |
| Retell familiar stories | • Sum Up, Remember Order  
• Picture Clues  
• What Comes Next?  
• Describe Characters  
• Sum Up, Five W’s |
| **ENGLISH/LANGUAGE ARTS FOUNDATIONS 3: EARLY WRITING** | |
| **ELA3.1: DEMONSTRATE MECHANICS OF WRITING** | |
| Create letter like shapes, symbols, letters, and words with modeling and support | • Distinguish Letters  
• Letters Make Words  
• Dots, Lines, and Circles  
• Simple Shapes |
| Copy more complex lines, shapes, and some letters | • Distinguish Letters  
• Letters Make Words  
• Dots, Lines, and Circles  
• Simple Shapes |
<p>| Use writing tools | Waterford encourages everyone to have writing and art materials available for children’s creations. |</p>
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| Create writing with the intent of communicating | • Song: What Is a Sentence?  
• Sentences  
• Look at Details  
• Describe Characters |
| Dictate a story that demonstrates simple details and narrative structure | • Song: What Is a Sentence?  
• Sentences  
• Look at Details  
• Describe Characters |
| Use letters, symbols, and words to share an idea with someone | • Distinguish Letters  
• Letters Make Words  
• Dots, Lines, and Circles  
• Simple Shapes |
| Use writing to label drawings | • Distinguish Letters  
• Letters Make Words  
• Dots, Lines, and Circles  
• Simple Shapes  
• Words Tell About the Picture |
| **MATHEMATICS FOUNDATION 1: NUMERACY** | |
| **M1.1: DEMONSTRATE STRONG SENSE OF COUNTING** | |
| Count the number sequence 1-20 | • Counting Songs  
• Number Counting  
• Number Instruction  
• Counting Puzzle  
• Order Numbers |
| Count backward from 10 | • Song: Counting Backward  
• Count Down |
| Recognize the last number name said tells the number of objects counted | • Make and Count Groups  
• Number Recognition and Sense |
| Draw pictures, symbols, or use manipulatives to represent spoken number 0-10 | • Explain Numbers  
• Number Recognition and Sense  
• Number Instruction  
• Make and Count Groups |
| Identify, without counting, small quantities of items (14) presented in an irregular or unfamiliar pattern (subitize) | • Make and Count Groups |
| **M1.2: DEMONSTRATE UNDERSTANDING OF WRITTEN NUMERALS** | |
| Match number symbols with amounts 1-10 | • Number Songs  
• Number Books  
(See titles at end of document.)  
• Explain Numbers  
• Number Instruction  
• Number Recognition and Sense  
• Number Practice  
• Number Counting  
• Picture Puzzle  
• Shape Puzzle  
• Bug Fun  
• Moving Target |
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| Name written numerals from 0-10 | • Number Books  
(See titles at end of document.)  
• Explain Numbers  
• Number Instruction  
• Number Recognition and Sense  
• Number Practice  
• Picture Puzzle  
• Shape Puzzle  
• Bug Fun  
• Moving Target |
| Write numerals 1-10 | • Number Books  
(See titles at end of document.)  
• Explain Numbers  
• Number Instruction  
• Number Recognition and Sense  
• Number Practice  
• Bug Fun |
| **M1.3: RECOGNITION OF NUMBER RELATIONS** | |
| Identify when 2 sets are equal using matching and counting strategies | • Songs: Greater Than, Less Than; More Than, Fewer Than  
• Book: For the Birds  
• Make and Count Groups  
• Greater Than, Less Than  
• More Than, Fewer Than |
| Correctly use the words for position | • Songs: Positioning; Get Over the Bugs; Monster Trucks  
• Book: Up in the Air  
• Position  
• First, Middle, Last  
• First, Next, Last  
• Inside, Outside, Between  
• Over, Under, Above, Below  
• Above, Below, Next to, On  
• Over, Under, and Through  
• Inside, Outside, Between  
• Right, Left |
| Compare the values of two numbers from 1 to 10 presented as written numerals | • Songs: Greater Than, Less Than; More Than, Fewer Than  
• Greater Than, Less Than  
• More Than, Fewer Than |
| Demonstrate the understanding of the concept of before | • Number Chart  
• Order Numbers |
### INDIANA STANDARDS

### MATHEMATICS FOUNDATION 2: COMPUTATION AND ALGEBRAIC THINKING

#### M2.1: EXHIBIT UNDERSTANDING OF MATHEMATIC STRUCTURE

Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five

- Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou
- Book: Five Delicious Muffins
- Addition
- Subtraction
- Act Out Addition
- Act Out Subtraction
- Dominoes

#### M2.2: DEMONSTRATE AWARENESS OF PATTERNING

Begin to create and extend a new simple pattern

- Song: Train Station Patterns
- Patterns
- Pattern AB
- Pattern ABB
- Pattern ABC
- Logic Game

Understand sequence of events when clearly explained

- First, Next, Last
- What Happens Next?
- Sum Up, Remember Order

### MATHEMATICS FOUNDATION 3: DATA ANALYSIS

#### M3.1: DEMONSTRATE UNDERSTANDING OF CLASSIFYING

Explain simple sorting or classifying strategies

- Songs: All Sorts of Laundry; Savanna Size
- Book: Buttons, Buttons
- Sort
- Size
- Logic Game

Sort a group of objects in multiple ways

- Songs: All Sorts of Laundry; Savanna Size
- Book: Buttons, Buttons
- Sort
- Size
- Big and Little
- Short and Tall
- Heavy and Light
- Logic Game

Create and describe simple graphs

- Calendar/Graph Weather
### MATHEMATICS FOUNDATION 4: GEOMETRY

#### M4.1: UNDERSTANDING OF SPATIAL RELATIONSHIPS

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| Complete lined tangram or pattern block puzzles using basic shapes | • Songs: Shapes, Shapes, Shapes; Kites  
• Books: Imagination Shapes; The Shape of Things  
• Simple Shapes  
• Circle, Square, Triangle, Rectangle  
• Oval, Star, Semicircle, Diamond, Octagon  
• Tangrams  
• Geoboard |
| Use position terms such as above, below, beside, and between | • Songs: Positioning; Get Over the Bugs; Monster Trucks  
• Book: Up in the Air  
• Position  
• First, Middle, Last  
• First, Next, Last  
• Inside, Outside, Between  
• Over, Under, Above, Below  
• Above, Below, Next to, On  
• Over, Under, and Through  
• Inside, Outside, Between  
• Right, Left |

#### M4.2: EXHIBIT ABILITY TO IDENTIFY, DESCRIBE, ANALYZE, COMPARE, AND CREATE SHAPES.

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| Use the attributes of shapes to distinguish between shapes | • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides  
• Books: Imagination Shapes; The Shape of Things  
• Simple Shapes  
• Circle, Square, Triangle, Rectangle  
• Oval, Star, Semicircle, Diamond, Octagon  
• Space Shapes  
• Solid Shapes  
• Geoboard |
| Differentiate two- and three-dimensional shapes (e.g., squares from cubes) | • Songs: Shapes, Shapes, Shapes; Kites  
• Books: Imagination Shapes; The Shape of Things  
• Simple Shapes  
• Circle, Square, Triangle, Rectangle  
• Oval, Star, Semicircle, Diamond, Octagon  
• Space Shapes  
• Solid Shapes |

### MATHEMATICS FOUNDATION 5: MEASUREMENT

#### M5.1: UNDERSTAND CONCEPT OF TIME

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| Know daily concepts of earlier and later, morning and afternoon | • Today  
• Yesterday/Tomorrow  
• Tell Time |
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| Directly compare and describe two or more objects with a measurable attribute | • Songs: Savanna Size; Large, Larger, Largest  
• Match  
• Size  
• Tall and Short  
• Heavy and Light  
• Big and Little  
• Capacity |
| Measure length and volume (capacity) using non-standard measurement tools | • Length  
• Capacity |
| SCIENCE FOUNDATION 1: PHYSICAL SCIENCE |  |
| SC1.1: DEMONSTRATE ABILITY TO EXPLORE OBJECTS IN THE PHYSICAL WORLD |  |
| Use senses to describe concepts of weight, motion, and force | • Songs: Five Senses; Push and Pull  
• Books: I Wish I Had Ears Like a Bat; Mr. Mario’s Neighborhood  
• Sight  
• Touch  
• Hearing  
• Push and Pull  
• Heavy and Light |
| Ask questions and draw conclusions about physical properties and the physical world | • Song: Corners and Sides  
• Books: Where in the World Would You Go Today?; 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 |
| SC1.2: DEMONSTRATE AWARENESS OF THE PHYSICAL PROPERTIES OF OBJECTS |  |
| Identify materials that make up objects | • Book: I Want to Be a Scientist Like Wilbur and Orville Wright  
• Materials |
| Use evidence from investigations to describe observable properties of objects | • Science Investigation  
• Big and Little  
• Short and Tall  
• Heavy and Light |
| Sort objects into categories based on physical attributes and explain reasoning | • Science Investigation  
• Big and Little  
• Short and Tall  
• Heavy and Light  
• Sort |
### INDIANA STANDARDS

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<td>Describe typical day and night activities</td>
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<tr>
<td>Classify various earth materials</td>
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<tr>
<td>Describe how the Earth’s surface is made up of different materials</td>
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<thead>
<tr>
<th>SC2.2: RECOGNIZE SEASONAL AND WEATHER RELATED CHANGES</th>
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<tbody>
<tr>
<td>Communicate awareness of seasonal changes</td>
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<tr>
<td>Describe how weather changes</td>
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<tr>
<th>SCIENCE FOUNDATION 3: LIFE SCIENCE</th>
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<tbody>
<tr>
<td><strong>SC3.1: DEMONSTRATE AWARENESS OF LIFE</strong></td>
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<tr>
<td>Differentiate animals from plants</td>
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<td>Discriminate between living organisms and non-living objects</td>
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<tr>
<td>Ask questions and conduct investigations to understand life science</td>
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<tr>
<td>INDIANA STANDARDS</td>
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<tr>
<td><strong>SC3.1: DEMONSTRATE AWARENESS OF LIFE continued</strong></td>
</tr>
</tbody>
</table>
| Identify and describe the function of body parts | • Song: Five Senses  
• Book: I Wish I Had Ears Like a Bat  
• Body Parts  
• Parts of the Face  
• Sight  
• Touch  
• Hearing  
• Taste  
• Smell  
• Bug Bits |
| **SCIENCE FOUNDATION 4: ENGINEERING** | |
| **SC4.1: DEMONSTRATE ENGINEERING DESIGN SKILLS** | |
| Select materials and implement a designated plan | • Book: I Want to Be a Scientist Like Wilbur and Orville Wright  
• Science Investigation  
• Materials |
| Evaluate and communicate solution outcomes | • Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright  
• Science Investigation |
| Use classroom objects to create simple machines to enhance play | • Push and Pull  
• Pretend Play |
| **SCIENCE FOUNDATION 5: SCIENTIFIC INQUIRY AND METHOD** | |
| **SC5.1: DEMONSTRATE SCIENTIFIC CURIOSITY** | |
| Discuss ways that people can affect the environment in positive and negative ways | • Songs: Pollution Rap; Conservation; I Am Part of All I See  
• Pollution and Recycling  
• Science Investigation |
| Independently use simple tools to conduct an investigation to increase understanding | • Song: The Scientific Method  
• Science Investigation  
• Science Tools |
| Engage in a scientific experiment with peers | • Song: The Scientific Method  
• Science Investigation  
• Observe a Simple System  
• Experiments: Weather; Ecosystems; Pollution; Plant; Rocks; Health; Buoyancy; Density; Herbivores, Carnivores, and Omnivores |
| Communicate results of an investigation | • Song: The Scientific Method  
• Science Investigation |
<table>
<thead>
<tr>
<th>INDIANA STANDARDS</th>
<th>WATERFORD DIGITAL RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL EMOTIONAL FOUNDATION 1: SENSE OF SELF</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SE1.1: DEMONSTRATE SELF AWARENESS AND CONFIDENCE</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Identify self as a unique member of a group that fits into a larger world picture | • Come Inside  
• My Family  
• Soup’s On  
• Clubhouse |
| Show confidence in a range of abilities and the capacity to take on and accomplish new tasks | • Perfect Present  
• Squirrel Sketches  
• Party Time |
| Show independence in own choices | • Perfect Present  
• Squirrel Sketches  
• Party Time |
| **SE1.2: DEMONSTRATE IDENTIFICATION AND EXPRESSION OF EMOTIONS** | |
| Identify own emotions and the emotions of others | • Lost and Found  
• It’s Not Fair!  
• Do I Have To?  
• Boo Hoo Baby  
• Musical Mayhem |
| Express and accurately respond to emotions of self and others | • Lost and Found  
• It’s Not Fair!  
• Do I Have To?  
• Boo Hoo Baby  
• Musical Mayhem |
| Predict reactions from others | • Clubhouse  
• Boo Hoo Baby  
• Find Me! |
| Effectively use sentences and actions to express feelings | • It’s Not Fair!  
• Lost and Found  
• Do I Have To?  
• Perfect Present |
| **SOCIAL EMOTIONAL FOUNDATION 2: SELF-REGULATION** | |
| **SE2.1: DEMONSTRATE SELF CONTROL** | |
| Manage transitions and adapt to changes in schedules, routines, and situations independently | • Do I Have To?  
• Soup’s On |
| Regulate own emotions and behaviors with others with adult support when needed | • Lost and Found  
• It’s Not Fair!  
• Do I Have To?  
• Musical Mayhem |
| Regulate a range of impulses | • Lost and Found  
• It’s Not Fair!  
• Do I Have To?  
• Perfect Present  
• Party Time |
<table>
<thead>
<tr>
<th>INDIANA STANDARDS</th>
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</thead>
<tbody>
<tr>
<td><strong>SOCIAL EMOTIONAL FOUNDATION 3: CONFLICT RESOLUTION</strong></td>
<td></td>
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<tr>
<td><strong>SE3.1: DEMONSTRATE CONFLICT RESOLUTION</strong></td>
<td></td>
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<tr>
<td>Independently initiate conflict resolution strategies with peers and seek adult support when necessary</td>
<td>• Musical Mayhem</td>
</tr>
<tr>
<td><strong>SOCIAL EMOTIONAL FOUNDATION 4: BUILDING RELATIONSHIPS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SE4.1: DEMONSTRATE RELATIONSHIP SKILLS</strong></td>
<td></td>
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</tbody>
</table>
| Show affection to familiar adults and peers using more complex words and actions | • My Family  
• Where's Papa?  
• Find Me!  
• Squirrel’s Sketches |
| Accept compromises when suggested by a peer or adult | • Do I Have To?  
• Soup’s On |
| Gauge response based on the facial expressions of others | • Boo Hoo Baby  
• Musical Mayhem  
• Do I Have To? |
| Maintain consistent friendships | • Clubhouse  
• Marmot Basket |
| Engage in cooperative play experiences for sustained periods of time | • Clubhouse  
• Marmot Basket  
• Pretend Play |
| **SOCIAL STUDIES FOUNDATION 1: SELF** | |
| **SS1.1: DEMONSTRATE DEVELOPMENT OF SELF** | |
| Participate in and describe local, state, and national events and celebrations if observed | • See “Family Engagement Resources” at end of document. |
| Identify/honor key people in history | • 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 |
| Assimilate family, community, and cultural cooperative play | • Songs: Sing Around the World; Wake Up  
• The Zulu Warrior  
• Tortillas, Tortillas  
• Pretend Play  
• My Family  
• Come Inside  
• Clubhouse |
| Build awareness, respect, and acceptance for differences in people and acknowledge connections | • Songs: Sing Around the World; I Am Part of All I See  
• Books: In the Rain; Seeing Fingers; Noise, What Noise? |
# Indiana Standards

<table>
<thead>
<tr>
<th>Indiana Standards</th>
<th>Waterford Digital Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies Foundation 2: History and Events</strong></td>
<td><strong>Waterford Digital Resources</strong></td>
</tr>
<tr>
<td><strong>SS2.1: Demonstrate Awareness of Chronological Thinking</strong></td>
<td><strong>Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured</strong></td>
</tr>
</tbody>
</table>
|  | • Song: Clock Hands  
|  | • Days of the Week  
|  | • Today  
|  | • Yesterday/Tomorrow  
|  | • Tell Time  
| **Begin to understand how time is measured** | **Begin to understand how time is measured** |
|  | • Song: Clock Hands  
|  | • Days of the Week  
|  | • Today  
|  | • Yesterday/Tomorrow  
|  | • Tell Time  
| **SS2.2: Demonstrate Awareness of Historical Knowledge** | **Demonstrate the awareness of change over time** |
|  | • Song: Seasons  
|  | • That’s What I Like: A Book About Seasons  
|  | • Spring  
|  | • Summer  
|  | • Fall  
|  | • Winter  
| **SS2.3: Demonstrate Awareness of the Foundations of Government** | **Identify leaders and community helpers at home, school, and in environments** |
|  | • See “Family Engagement Resources” at end of document.  
| **Identify symbolic objects and pictures of local, state, and/or national symbols** | **Identify symbolic objects and pictures of local, state, and/or national symbols** |
|  | • Songs: Inchworm (USA); Egg on a Queen (USA); Wake Up (USA- in Native American language); The Bird’s Voice (USA); An Ox Kissing a Fox (USA)  
| **SS2.4: Demonstrate Awareness of the Functions of Government** | **Demonstrate an understanding of rules in the home, school environment, and the purposes they serve** |
|  | • Soup’s On  
|  | • Do I Have To?  
| **Social Studies Foundation 3: Geography** | **Social Studies Foundation 3: Geography** |
| **SS3.1: Demonstrate Awareness of the World in Spatial Terms** | **Develop concepts and describe location, directionality, and spatial relationships** |
|  | • Song: Positioning; Monster Trucks  
|  | • Books: Up in the Air; Where in the World Would You Go Today?  
|  | • Top, Beside, and Bottom  
|  | • First, Next, and Last  
|  | • Above, Below, Next to, On  
|  | • Over, Under, and Through  
|  | • Right, Left  
|  | • Inside, Outside, Between  
|  | • Over, Under, Above, Below  
|  | • First, Middle, Last  
| **Engage in play where one item represents another** | **Engage in play where one item represents another** |
|  | • Pretend Play  
|  | • Geoboard  
|  | • Tangrams  
|  | • Soup’s On!
## INDIANA STANDARDS

### SS3.2: DEMONSTRATE AWARENESS OF PLACES AND REGIONS

Use words to describe natural and manmade features of locations

- Song: Four Ecosystems
- Rainforests
- Mountains
- Deserts
- Oceans
- Polar Lands
- Wetlands
- Prairie
- Backyard

Become familiar with information about where they live and understand what an address is

- See “Family Engagement Resources” at end of document.

### SS3.3: DEMONSTRATE AWARENESS OF ENVIRONMENT AND SOCIETY

Begin to describe the reciprocal relationship between humans and the environment

- Songs: Food From Plants; Pollution Rap
- Books: Follow the Apples!; Mela's Water Pot
- Food From Plants
- Pollution and Recycling

## WATERFORD DIGITAL RESOURCES

### SOCIAL STUDIES FOUNDATION 4: ECONOMICS

### SS4.1: DEMONSTRATE AWARENESS OF ECONOMICS

Begin to understand the purpose of money and concepts of buying and selling through play

- Song: Save Your Pennies
- Pretend Play

Develop an awareness that people work for money in order to provide for basic needs

- Pretend Play
- See “Family Engagement Resources” at end of document.

Describe community helpers/workers in terms of tools/equipment they use and services/products they provide

- See “Family Engagement Resources” at end of document.

Act out adult social roles and occupations

- Pretend Play

### SOCIAL STUDIES FOUNDATION 5: CITIZENSHIP

### SS5.1: DEMONSTRATE AWARENESS OF CITIZENSHIP

Demonstrate willingness to work together to accomplish tasks

- Clubhouse
- Marmot Basket
- Soup's On

Identify simple tasks within the home, early childhood setting, or community

- Soup's On
- Do I Have To?

Provide leadership in completing daily tasks

- See “Family Engagement Resources” at end of document.

Demonstrate an understanding of the outcome of a vote

- See “Family Engagement Resources” at end of document.
<table>
<thead>
<tr>
<th>INDIANA STANDARDS</th>
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<tbody>
<tr>
<td><strong>CREATIVE ARTS FOUNDATION 1: MUSIC</strong></td>
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<tr>
<td><strong>CA1.1: DEMONSTRATE CREATIVE MUSIC EXPRESSION</strong></td>
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</table>
| Respond to changes heard in music | • Sing a Rhyme Songs/Books (See titles at end of document.)
• Sing Around the World songs
• ABC Songs
• Sound Songs
• Vowel Songs |
| Use familiar rhymes, songs, chants, and musical instruments to express creativity | • Sing a Rhyme Songs/Books (See titles at end of document.)
• Sing Around the World songs
• ABC Songs
• Sound Songs
• Vowel Songs |
| Sing songs that use the voice in a variety of ways | • Sing a Rhyme Songs/Books (See titles at end of document.)
• Sing Around the World songs
• ABC Songs
• Sound Songs
• Vowel Songs |
| Respond to rhythmic patterns in music | • Sing a Rhyme Songs/Books (See titles at end of document.)
• Sing Around the World songs
• ABC Songs
• Sound Songs
• Vowel Songs |
| Describe feelings and reactions in response to diverse musical genres and styles | • Sing a Rhyme Songs/Books (See titles at end of document.)
• Sing Around the World songs
• ABC Songs
• Sound Songs
• Vowel Songs |
| **CREATIVE ARTS FOUNDATION 2: DANCE** | |
| **CA2.1: DEMONSTRATE CREATIVE MOVEMENT EXPRESSION** | |
| Convey ideas and emotions through creative movement expression (with or without music) | • Baby’s Ballet
• Mama’s Melody |
| Purposefully select movements that communicate ideas, thoughts, and feelings | • Baby’s Ballet
• Mama’s Melody |
| **CREATIVE ARTS FOUNDATION 3: VISUAL ARTS** | |
| **CA3.1: DEMONSTRATE CREATIVE EXPRESSION THROUGH THE VISUAL ART PROCESS** | |
| Identify and use colors, lines, and shapes found in the environment and in works of art | • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides
• Books: The Shape of Things; Imagination Shapes
• World Shapes
• Shapes
• Simple Shapes
• Space Shapes |
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<tr>
<td><strong>CA3.2: DEMONSTRATE CREATIVE EXPRESSION THROUGH VISUAL ART PRODUCTION</strong></td>
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</table>
| Progress in ability to create drawings, models, and other art using a variety of materials | • Squirrel’s Sketches  
• Perfect Present |
| Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art | • Perfect Present |
| **CA3.3: DEMONSTRATE CREATIVE EXPRESSION THROUGH ART APPRECIATION** | |
| Observe and discuss art forms | • See “Family Engagement Resources” at end of document. |
| Reflect on differences and preferences when encounters artwork | • See “Family Engagement Resources” at end of document. |
| Share ideas about personal creative work | • See “Family Engagement Resources” at end of document. |
| **CREATIVE ARTS FOUNDATION 4: DRAMATIC PLAY** | |
| **CA4.1: DEMONSTRATE CREATIVE EXPRESSION THROUGH DRAMATIC PLAY** | |
| Engage in associative and cooperative play | • Pretend Play  
• Find Me!  
• Where’s Papa?  
• Clubhouse  
• Marmot Basket  
• Papa’s Play |
| Role-play imaginary events and characters | • Pretend Play  
• Where’s Papa?  
• Clubhouse  
• Papa’s Play |
| Participate freely in dramatic play experiences that become of increased duration and complexity | • Pretend Play  
• Where’s Papa?  
• Clubhouse  
• Papa’s Play |
| **PHYSICAL HEALTH AND GROWTH FOUNDATION 1: HEALTH AND WELL-BEING** | |
| **PHG1.1: DEMONSTRATE DEVELOPMENT OF HEALTHY PRACTICES** | |
| Demonstrate health and hygiene-related behaviors with minimal prompting | • Book: The Germs  
• Germs  
• Avoid Germs and Prevent Illness |
| Communicate practices that promote healthy living and prevent illness for self and family members | • Book: The Germs  
• Germs  
• Avoid Germs and Prevent Illness |
| Engage in sociodramatic play to demonstrate the roles of medical professionals | • Pretend Play |
| **PHG1.2: DEMONSTRATE DEVELOPMENT OF SAFETY PRACTICES** | |
| Demonstrate basic safety knowledge | • Songs: Sun Blues; Storms  
• Lightning Safety |
<p>| Participate, with adult support, to develop safety rules for an activity | • See “Family Engagement Resources” at end of document. |</p>
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<tr>
<td><strong>PHG1.3: DEMONSTRATE DEVELOPMENT OF NUTRITION AWARENESS</strong></td>
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<tr>
<td>Respond to physical cues when hungry, full or thirsty</td>
<td>• See “Family Engagement Resources” at end of document.</td>
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</tbody>
</table>
| Communicate about variety and amount of foods needed to be healthy | • Song: Health  
• Healthy Food |
| Name food and beverages that help to build healthy bodies | • Song: Health  
• Healthy Food |
| Independently feeds self using utensils | • See “Family Engagement Resources” at end of document. |
| **PHYSICAL HEALTH AND GROWTH FOUNDATION 2: SENSES** | |
| **PHG2.1: DEMONSTRATE HOW THE FIVE SENSES SUPPORT PROCESSING INFORMATION** | |
| Take things apart and invent new structures using the parts | • Pretend Play  
• Geoboard  
• Tangrams |
| **PHG2.2: DEMONSTRATE DEVELOPMENT OF BODY AWARENESS** | |
| Identify and describe function of body parts | • Song: Five Senses  
• Book: I Wish I Had Ears Like a Bat  
• Body Parts  
• Parts of the Face  
• Sight  
• Taste  
• Touch  
• Hearing  
• Smell |
| Demonstrate awareness of own body in relation to other people and objects through play activities | • Song: Monster Trucks  
• First, Middle, Last  
• First, Next, Last  
• Inside, Outside, Between  
• Over, Under, Above, Below  
• Above, Below, Next to, On |
| Participate in structured and unstructured active physical play exhibiting strength and stamina | • Pretend Play |
| Demonstrate basic understanding that physical activity helps the body grow and be healthy | • Book: We All Exercise  
• Exercise and Rest |
| **PHYSICAL HEALTH AND GROWTH FOUNDATION 3: MOTOR SKILLS** | |
| **PHG3.1: DEMONSTRATE DEVELOPMENT OF FINE AND GROSS MOTOR SKILLS** | |
| Perform fine-motor tasks that require small-muscle strength and control | The use of Waterford requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words. |
| Demonstrate coordination and balance in a variety of activities | • See “Family Engagement Resources” at end of document. |
| Coordinate movements to perform a complex task | The daily use of a touch pad or mouse develops eye-hand coordination. |
## Indiana Standards

### Physical Health and Growth Foundation 4: Personal Care

**PHG4.1: Demonstrate increased independence in personal care routines**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Attend to personal body care practices with minimal adult support</td>
<td>See “Family Engagement Resources” at end of document.</td>
</tr>
<tr>
<td>Independently dress and undress self</td>
<td>See “Family Engagement Resources” at end of document.</td>
</tr>
<tr>
<td>Independently attend to toileting needs</td>
<td>See “Family Engagement Resources” at end of document.</td>
</tr>
</tbody>
</table>

### Approaches to Play and Learning Foundation 1: Initiative and Exploration

**APL1.1: Demonstrate initiative and self-direction**

- Take initiative to learn new concepts and try new experiences
  - Pretend Play
  - Science Investigation
- Seek and gather new information to plan for projects and activities
  - Perfect Present
  - Science Investigation

**APL1.2: Demonstrate interest and curiosity as a learner**

- Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks
  - 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
- Communicate a desire to learn new concepts or ideas
  - 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
- Exhibit willingness to try new experiences
  - Science Investigation
- Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration
  - 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
  - Observe a Simple System

### Approaches to Play and Learning Foundation 2: Flexible Thinking

**APL2.1: Demonstrate development of flexible thinking skills during play**

- Demonstrate inventiveness, imagination, and creativity to solve a problem
  - Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright
  - Perfect Present
  - Musical Mayhem
  - Clubhouse
  - Marmot Basket
- Develop recovery skills from setbacks and differences in opinion in a group setting
  - See “Family Engagement Resources” at end of document.
<table>
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<th>INDIANA STANDARDS</th>
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<tbody>
<tr>
<td><strong>APPROACHES TO PLAY AND LEARNING FOUNDATION 3: ATTENTIVENESS AND PERSISTENCE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>APL3.1: DEMONSTRATE DEVELOPMENT OF SUSTAINED ATTENTION AND PERSISTENCE</strong></td>
<td></td>
</tr>
<tr>
<td>Independently attend to a book from beginning to end</td>
<td>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Narrators model inflection and fluency as the text is highlighted and keep the student’s attention.</td>
</tr>
<tr>
<td>Focus on an activity with deliberate concentration despite distractions and/or temptations</td>
<td>Waterford helps children build persistence by allowing them to click on Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.</td>
</tr>
<tr>
<td>Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress</td>
<td>Waterford provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me directions.</td>
</tr>
<tr>
<td>Persist in trying to complete a task after previous attempts have failed</td>
<td>Children build persistence in Waterford with ongoing support and encouragement.</td>
</tr>
<tr>
<td><strong>APPROACHES TO PLAY AND LEARNING FOUNDATION 4: SOCIAL INTERACTIONS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>APL4.1: DEMONSTRATE DEVELOPMENT OF SOCIAL INTERACTIONS DURING PLAY</strong></td>
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</tbody>
</table>
| Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation | • Clubhouse  
• Marmot Basket  
• Pretend Play  
• Party Time |
| Demonstrate cooperative behavior in interactions with others | • Clubhouse  
• Marmot Basket  
• Pretend Play  
• Party Time  
• Find Me! |
| Begin to accept and share leadership | • Clubhouse  
• Musical Mayhem  
• Pretend Play |
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; 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

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**

**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 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.

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, Gooey 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.