

CURRICULUM *Correlation*

*Waterford
UPSTART*

100%

*Indiana Early
Learning
Foundations
2015*

TABLE OF CONTENTS

ENGLISH/LANGUAGE ARTS FOUNDATIONS 1: COMMUNICATION PROCESS 1

- ELA1.1 Demonstrate receptive communication 1
- ELA1.2 Demonstrate expressive communication 1
- ELA1.3 Demonstrate ability to engage in conversations 1

ENGLISH/LANGUAGE ARTS FOUNDATION 2: EARLY READING 2

- ELA2.1: Demonstrate awareness of the alphabet 2
- ELA2.2: Demonstrate phonological awareness 2
- ELA2.3: Demonstrate awareness and understanding of concepts of print 3
- ELA2.4: Demonstrate comprehension 3

ENGLISH/LANGUAGE ARTS FOUNDATIONS 3: EARLY WRITING 3

- ELA3.1: Demonstrate mechanics of writing 3
- ELA3.2: Demonstrate ability to communicate a story 4

MATHEMATICS FOUNDATION 1: NUMERACY 4

- M1.1: Demonstrate strong sense of counting 4
- M1.2: Demonstrate understanding of written numerals 4
- M1.3: Recognition of number relations 5

MATHEMATICS FOUNDATION 2: COMPUTATION AND ALGEBRAIC THINKING 6

- M2.1: Exhibit understanding of mathematic structure 6
- M2.2: Demonstrate awareness of patterning 6

MATHEMATICS FOUNDATION 3: DATA ANALYSIS 6

- M3.1: Demonstrate understanding of classifying 6

MATHEMATICS FOUNDATION 4: GEOMETRY 7

- M4.1: Understanding of spatial relationships 7
- M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes 7

MATHEMATICS FOUNDATION 5: MEASUREMENT 7

- M5.1: Understand concept of time 7
- M5.2: Understand measurement through description and comparison 8

SCIENCE FOUNDATION 1: PHYSICAL SCIENCE 8

- SC1.1: Demonstrate ability to explore objects in the physical world 8
- SC1.2: Demonstrate awareness of the physical properties of objects 8

SCIENCE FOUNDATION 2: EARTH AND SPACE SCIENCE 9

- SC2.1: Recognize the characteristics of Earth and sky 9
- SC2.2: Recognize seasonal and weather related changes 9

SCIENCE FOUNDATION 3: LIFE SCIENCE 9

- SC3.1: Demonstrate awareness of life 9

SCIENCE FOUNDATION 4: ENGINEERING 10

- SC4.1: Demonstrate engineering design skills 10

SCIENCE FOUNDATION 5: SCIENTIFIC INQUIRY AND METHOD 10

- SC5.1: Demonstrate scientific curiosity 10

SOCIAL EMOTIONAL FOUNDATION 1: SENSE OF SELF.11

- SE1.1: Demonstrate self awareness and confidence 11
- SE1.2: Demonstrate identification and expression of emotions 11

SOCIAL EMOTIONAL FOUNDATION 2: SELF-REGULATION 11

- SE2.1: Demonstrate self control 11

SOCIAL EMOTIONAL FOUNDATION 3: CONFLICT RESOLUTION 12

- SE3.1: Demonstrate conflict resolution 12

SOCIAL EMOTIONAL FOUNDATION 4: BUILDING RELATIONSHIPS 12

- SE4.1: Demonstrate relationship skills 12

SOCIAL STUDIES FOUNDATION 1: SELF 12

- SS1.1: Demonstrate development of self 12

SOCIAL STUDIES FOUNDATION 2: HISTORY AND EVENTS 13

- SS2.1: Demonstrate awareness of chronological thinking 13
- SS2.2: Demonstrate awareness of historical knowledge 13
- SS2.3: Demonstrate awareness of the foundations of government 13
- SS2.4: Demonstrate awareness of the functions of government 13

SOCIAL STUDIES FOUNDATION 3: GEOGRAPHY 13

- SS3.1: Demonstrate awareness of the world in spatial terms 13
- SS3.2: Demonstrate awareness of places and regions 14
- SS3.3: Demonstrate awareness of environment and society 14

SOCIAL STUDIES FOUNDATION 4: ECONOMICS 14

- SS4.1: Demonstrate awareness of economics 14

SOCIAL STUDIES FOUNDATION 5: CITIZENSHIP 14

- SS5.1: Demonstrate awareness of citizenship 14

TABLE OF CONTENTS

CREATIVE ARTS FOUNDATION 1: MUSIC 15

CA1.1: Demonstrate creative music expression.15

CREATIVE ARTS FOUNDATION 2: DANCE 15

CA2.1: Demonstrate creative movement expression. . .15

CREATIVE ARTS FOUNDATION 3: VISUAL ARTS 15

CA3.1: Demonstrate creative expression through the visual art process15

CA3.2: Demonstrate creative expression through visual art production16

CA3.3: Demonstrate creative expression through art appreciation.16

CREATIVE ARTS FOUNDATION 4: DRAMATIC PLAY . . 16

CA4.1: Demonstrate creative expression through dramatic play16

PHYSICAL HEALTH AND GROWTH FOUNDATION 1: HEALTH AND WELL-BEING 16

PHG1.1: Demonstrate development of healthy practices.16

PHG1.2: Demonstrate development of safety practices.16

PHG1.3: Demonstrate development of nutrition awareness17

PHYSICAL HEALTH AND GROWTH FOUNDATION 2: SENSES 17

PHG2.1: Demonstrate how the five senses support processing information.17

PHG2.2: Demonstrate development of body awareness17

PHYSICAL HEALTH AND GROWTH FOUNDATION 3: MOTOR SKILLS 17

PHG3.1: Demonstrate development of fine and gross motor skills.17

PHYSICAL HEALTH AND GROWTH FOUNDATION 4: PERSONAL CARE 18

PHG4.1: Demonstrate increased independence in personal care routines.18

APPROACHES TO PLAY AND LEARNING FOUNDATION 1: INITIATIVE AND EXPLORATION 18

APL1.1: Demonstrate initiative and self-direction. . . .18

APL1.2: Demonstrate interest and curiosity as a learner.18

APPROACHES TO PLAY AND LEARNING FOUNDATION 2: FLEXIBLE THINKING 18

APL2.1: Demonstrate development of flexible thinking skills during play.18

APPROACHES TO PLAY AND LEARNING FOUNDATION 3: ATTENTIVENESS AND PERSISTENCE . .19

APL3.1: Demonstrate development of sustained attention and persistence.19

APPROACHES TO PLAY AND LEARNING FOUNDATION 4: SOCIAL INTERACTIONS19

APL4.1: Demonstrate development of social interactions during play19

WATERFORD BOOKS AND RELATED ACTIVITIES . . .20

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
ENGLISH/LANGUAGE ARTS FOUNDATIONS 1: COMMUNICATION PROCESS	
ELA1.1 DEMONSTRATE RECEPTIVE COMMUNICATION	
Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Build Knowledge; Noise? What Noise?
Use complex sentences	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
Describe activities, experiences, and stories with expanded detail	<ul style="list-style-type: none"> • Look at Details • Sum Up, Remember Order • Five W's • What Comes Next?
Change word tense to indicate time	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Science Investigation • Find an Answer
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.

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
ENGLISH/LANGUAGE ARTS FOUNDATION 2: EARLY READING	
ELA2.1: DEMONSTRATE AWARENESS OF THE ALPHABET	
Recognize and identify most uppercase and some lowercase letters	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Distinguish Letters • Name That Letter • Hidden Letters • Fast Letter Fun
Recognize own name in print	<ul style="list-style-type: none"> • What's Your Name? • Distinguish Letters
ELA2.2: DEMONSTRATE PHONOLOGICAL AWARENESS	
Demonstrate basic knowledge of letter-sound correspondence	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Blending • Blending Riddles • Blending Dragon • Blend Every Sound • Phoneme Segmentation
Isolate the initial sound in some words	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Where is the Sound? • One, Two, Three Sounds

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
ELA2.3: DEMONSTRATE AWARENESS AND UNDERSTANDING OF CONCEPTS OF PRINT	
Know features of books such as title, author, and illustrator	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.
Understand that print carries meaning	<ul style="list-style-type: none"> • 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	<p>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.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality
ELA2.4: DEMONSTRATE COMPREHENSION	
Respond and interact with stories (fictional and nonfictional)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Find an Answer • Describe Characters • Compare Characters • What Comes Next? • Sum Up, Remember Order • Sum Up, Five W's
Retell familiar stories	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Distinguish Letters • Letters Make Words • Dots, Lines, and Circles • Simple Shapes
Copy more complex lines, shapes, and some letters	<ul style="list-style-type: none"> • Distinguish Letters • Letters Make Words • Dots, Lines, and Circles • Simple Shapes
Use writing tools	Waterford encourages everyone to have writing and art materials available for children's creations.

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
ELA3.2: DEMONSTRATE ABILITY TO COMMUNICATE A STORY	
Create writing with the intent of communicating	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences • Look at Details • Describe Characters
Dictate a story that demonstrates simple details and narrative structure	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences • Look at Details • Describe Characters
Use letters, symbols, and words to share an idea with someone	<ul style="list-style-type: none"> • Distinguish Letters • Letters Make Words • Dots, Lines, and Circles • Simple Shapes
Use writing to label drawings	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Counting Puzzle • Order Numbers
Count backward from 10	<ul style="list-style-type: none"> • Song: Counting Backward • Count Down
Recognize the last number name said tells the number of objects counted	<ul style="list-style-type: none"> • Make and Count Groups • Number Recognition and Sense
Draw pictures, symbols, or use manipulatives to represent spoken number 0-10	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Make and Count Groups
M1.2: DEMONSTRATE UNDERSTANDING OF WRITTEN NUMERALS	
Match number symbols with amounts 1-10	<ul style="list-style-type: none"> • 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

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
M1.2: DEMONSTRATE UNDERSTANDING OF WRITTEN NUMERALS <i>continued</i>	
Name written numerals from 0-10	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Number Chart • Order Numbers

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC • Logic Game
Understand sequence of events when clearly explained	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Size • Logic Game
Sort a group of objects in multiple ways	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Calendar/Graph Weather

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
MATHEMATICS FOUNDATION 4: GEOMETRY	
M4.1: UNDERSTANDING OF SPATIAL RELATIONSHIPS	
Complete lined tangram or pattern block puzzles using basic shapes	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.	
Use the attributes of shapes to distinguish between shapes	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Space Shapes • Solid Shapes • Geoboard
Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	<ul style="list-style-type: none"> • 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	
Know daily concepts of earlier and later, morning and afternoon	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow • Tell Time

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
M5.2: UNDERSTAND MEASUREMENT THROUGH DESCRIPTION AND COMPARISON	
Directly compare and describe two or more objects with a measurable attribute	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Materials
Use evidence from investigations to describe observable properties of objects	<ul style="list-style-type: none"> • Science Investigation • Big and Little • Short and Tall • Heavy and Light
Sort objects into categories based on physical attributes and explain reasoning	<ul style="list-style-type: none"> • Science Investigation • Big and Little • Short and Tall • Heavy and Light • Sort

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
SCIENCE FOUNDATION 2: EARTH AND SPACE SCIENCE	
SC2.1: RECOGNIZE THE CHARACTERISTICS OF EARTH AND SKY	
Describe how shadows change through the day	<ul style="list-style-type: none"> • Sun
Describe typical day and night activities	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Book: Star Pictures • Sun • Moon • Clouds • Constellations
Classify various earth materials	<ul style="list-style-type: none"> • Sort • Materials
Describe how the Earth’s surface is made up of different materials	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like George Washington Carver • Science Investigation • Ecosystems
SC2.2: RECOGNIZE SEASONAL AND WEATHER RELATED CHANGES	
Communicate awareness of seasonal changes	<ul style="list-style-type: none"> • Song: Seasons • Book: That’s What I Like, A Book About Seasons • Summer • Spring • Winter • Fall
Describe how weather changes	<ul style="list-style-type: none"> • Song: Seasons • Book: That’s What I Like, A Book About Seasons • Summer • Spring • Winter • Fall
SCIENCE FOUNDATION 3: LIFE SCIENCE	
SC3.1: DEMONSTRATE AWARENESS OF LIFE	
Differentiate animals from plants	<ul style="list-style-type: none"> • Song: Plant or Animal • Plant or Animal • Plants
Discriminate between living organisms and non-living objects	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving • I Want to Be a Scientist Like George Washington Carver
Ask questions and conduct investigations to understand life science	<ul style="list-style-type: none"> • Science Investigation • Living or Nonliving • Plant or Animal • Sun • Water • Observe a Simple System

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
SC3.1: DEMONSTRATE AWARENESS OF LIFE <i>continued</i>	
Identify and describe the function of body parts	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Materials
Evaluate and communicate solution outcomes	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation
Use classroom objects to create simple machines to enhance play	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools
Engage in a scientific experiment with peers	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL EMOTIONAL FOUNDATION 1: SENSE OF SELF	
SE1.1: DEMONSTRATE SELF AWARENESS AND CONFIDENCE	
Identify self as a unique member of a group that fits into a larger world picture	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Perfect Present • Squirrel Sketches • Party Time
Show independence in own choices	<ul style="list-style-type: none"> • Perfect Present • Squirrel Sketches • Party Time
SE1.2: DEMONSTRATE IDENTIFICATION AND EXPRESSION OF EMOTIONS	
Identify own emotions and the emotions of others	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? • Boo Hoo Baby • Musical Mayhem
Predict reactions from others	<ul style="list-style-type: none"> • Clubhouse • Boo Hoo Baby • Find Me!
Effectively use sentences and actions to express feelings	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Do I Have To? • Soup's On
Regulate own emotions and behaviors with others with adult support when needed	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? • Musical Mayhem
Regulate a range of impulses	<ul style="list-style-type: none"> • Lost and Found • It's Not Fair! • Do I Have To? • Perfect Present • Party Time

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL EMOTIONAL FOUNDATION 3: CONFLICT RESOLUTION	
SE3.1: DEMONSTRATE CONFLICT RESOLUTION	
Independently initiate conflict resolution strategies with peers and seek adult support when necessary	<ul style="list-style-type: none"> • Musical Mayhem
SOCIAL EMOTIONAL FOUNDATION 4: BUILDING RELATIONSHIPS	
SE4.1: DEMONSTRATE RELATIONSHIP SKILLS	
Show affection to familiar adults and peers using more complex words and actions	<ul style="list-style-type: none"> • My Family • Where's Papa? • Find Me! • Squirrel's Sketches
Accept compromises when suggested by a peer or adult	<ul style="list-style-type: none"> • Do I Have To? • Soup's On
Gauge response based on the facial expressions of others	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Do I Have To?
Maintain consistent friendships	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
Engage in cooperative play experiences for sustained periods of time	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Identify/honor key people in history	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver
Assimilate family, community, and cultural cooperative play	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Songs: Sing Around the World; I Am Part of All I See • Books: In the Rain; Seeing Fingers; Noise, What Noise?

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL STUDIES FOUNDATION 2: HISTORY AND EVENTS	
SS2.1: DEMONSTRATE AWARENESS OF CHRONOLOGICAL THINKING	
Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured	<ul style="list-style-type: none"> • Song: Clock Hands • Days of the Week • Today • Yesterday/Tomorrow • Tell Time
Begin to understand how time is measured	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Identify symbolic objects and pictures of local, state, and/or national symbols	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Soup’s On • Do I Have To?
SOCIAL STUDIES FOUNDATION 3: GEOGRAPHY	
SS3.1: DEMONSTRATE AWARENESS OF THE WORLD IN SPATIAL TERMS	
Develop concepts and describe location, directionality, and spatial relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Pretend Play • Geoboard • Tangrams • Soup’s On!

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
SS3.2: DEMONSTRATE AWARENESS OF PLACES AND REGIONS	
Use words to describe natural and manmade features of locations	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Songs: Food From Plants; Pollution Rap • Books: Follow the Apples!; Mela’s Water Pot • Food From Plants • Pollution and Recycling
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	<ul style="list-style-type: none"> • Song: Save Your Pennies • Pretend Play
Develop an awareness that people work for money in order to provide for basic needs	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Act out adult social roles and occupations	<ul style="list-style-type: none"> • Pretend Play
SOCIAL STUDIES FOUNDATION 5: CITIZENSHIP	
SS5.1: DEMONSTRATE AWARENESS OF CITIZENSHIP	
Demonstrate willingness to work together to accomplish tasks	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Soup’s On
Identify simple tasks within the home, early childhood setting, or community	<ul style="list-style-type: none"> • Soup’s On • Do I Have To?
Provide leadership in completing daily tasks	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Demonstrate an understanding of the outcome of a vote	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
CREATIVE ARTS FOUNDATION 1: MUSIC	
CA1.1: DEMONSTRATE CREATIVE MUSIC EXPRESSION	
Respond to changes heard in music	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody
Purposefully select movements that communicate ideas, thoughts, and feelings	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • World Shapes • Shapes • Simple Shapes • Space Shapes

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
CA3.2: DEMONSTRATE CREATIVE EXPRESSION THROUGH VISUAL ART PRODUCTION	
Progress in ability to create drawings, models, and other art using a variety of materials	<ul style="list-style-type: none"> • Squirrel’s Sketches • Perfect Present
Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	<ul style="list-style-type: none"> • Perfect Present
CA3.3: DEMONSTRATE CREATIVE EXPRESSION THROUGH ART APPRECIATION	
Observe and discuss art forms	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Reflect on differences and preferences when encounters artwork	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Share ideas about personal creative work	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Pretend Play • Find Me! • Where’s Papa? • Clubhouse • Marmot Basket • Papa’s Play
Role-play imaginary events and characters	<ul style="list-style-type: none"> • Pretend Play • Where’s Papa? • Clubhouse • Papa’s Play
Participate freely in dramatic play experiences that become of increased duration and complexity	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness
Communicate practices that promote healthy living and prevent illness for self and family members	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness
Engage in sociodramatic play to demonstrate the roles of medical professionals	<ul style="list-style-type: none"> • Pretend Play
PHG1.2: DEMONSTRATE DEVELOPMENT OF SAFETY PRACTICES	
Demonstrate basic safety knowledge	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety
Participate, with adult support, to develop safety rules for an activity	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
PHG1.3: DEMONSTRATE DEVELOPMENT OF NUTRITION AWARENESS	
Respond to physical cues when hungry, full or thirsty	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Communicate about variety and amount of foods needed to be healthy	<ul style="list-style-type: none"> • Song: Health • Healthy Food
Name food and beverages that help to build healthy bodies	<ul style="list-style-type: none"> • Song: Health • Healthy Food
Independently feeds self using utensils	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Pretend Play • Geoboard • Tangrams
PHG2.2: DEMONSTRATE DEVELOPMENT OF BODY AWARENESS	
Identify and describe function of body parts	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Pretend Play
Demonstrate basic understanding that physical activity helps the body grow and be healthy	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	WATERFORD DIGITAL RESOURCES
PHYSICAL HEALTH AND GROWTH FOUNDATION 4: PERSONAL CARE	
PHG4.1: DEMONSTRATE INCREASED INDEPENDENCE IN PERSONAL CARE ROUTINES	
Attend to personal body care practices with minimal adult support	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Independently dress and undress self	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Independently attend to toileting needs	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
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	<ul style="list-style-type: none"> • Pretend Play • Science Investigation
Seek and gather new information to plan for projects and activities	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation
Communicate a desire to learn new concepts or ideas	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright
Exhibit willingness to try new experiences	<ul style="list-style-type: none"> • Science Investigation
Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • 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	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Perfect Present • Musical Mayhem • Clubhouse • Marmot Basket
Develop recovery skills from setbacks and differences in opinion in a group setting	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

INDIANA STANDARDS	WATERFORD DIGITAL RESOURCES
APPROACHES TO PLAY AND LEARNING FOUNDATION 3: ATTENTIVENESS AND PERSISTENCE	
APL3.1: DEMONSTRATE DEVELOPMENT OF SUSTAINED ATTENTION AND PERSISTENCE	
Independently attend to a book from beginning to end	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.
Focus on an activity with deliberate concentration despite distractions and/or temptations	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.
Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress	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.
Persist in trying to complete a task after previous attempts have failed	Children build persistence in Waterford with ongoing support and encouragement.
APPROACHES TO PLAY AND LEARNING FOUNDATION 4: SOCIAL INTERACTIONS	
APL4.1: DEMONSTRATE DEVELOPMENT OF SOCIAL INTERACTIONS DURING PLAY	
Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play • Party Time
Demonstrate cooperative behavior in interactions with others	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play • Party Time • Find Me!
Begin to accept and share leadership	<ul style="list-style-type: none"> • 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, 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

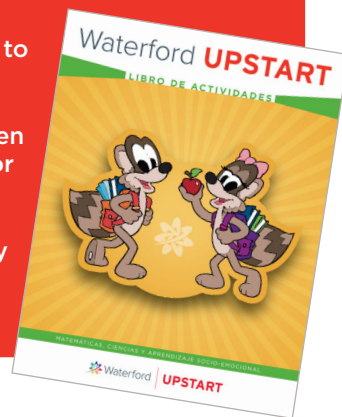
FAMILY ENGAGEMENT RESOURCES

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, Goey 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.