

CURRICULUM *Correlation*

*Waterford
UPSTART*

100%

*Massachusetts
Curriculum
Framework 2017*

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MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
HISTORY AND SOCIAL SCIENCE	
TOPIC 1. CIVICS: FAIRNESS, FRIENDSHIP, RESPONSIBILITY, AND RESPECT (PREK.T1)	
1. With prompting and support, give reasons for rules in the classroom and at home.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
2. With prompting and support, follow agreed-upon rules, limits, and expectations.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
3. Show willingness to take on responsibilities (e.g., being a helper or a leader).	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • The Picnic
4. With prompting and support, ask and answer questions about literature and informational social studies texts read aloud, and act out or give examples of characters who show fairness, friendship, kindness, responsibility, and respect for one another.	<ul style="list-style-type: none"> • Books: Play Ball; In the Rain; Moving Day; Shell Houses; Garden Visitors; Jose Three; My Super Sticky Sandwich; Seeing Fingers • Marmot Basket • Baby’s Ball • Boo Hoo Baby • The Picnic
TOPIC 2. GEOGRAPHY: MAPS AND PLACES (PREK.T2)	
1. With prompting and support, describe location of people, animals, objects, and places, using words and phrases such as up, down, on, off, close, far away, beside, inside, next to, close to, above, below, apart correctly.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, and Through
2. With prompting and support, explain what a map or another kind of representation of a place can show.	Each song in the Sing Around the World series begins with a map showing the shape and location of the country represented.
3. With guidance and support, use a combination of drawing, building with blocks or other materials, or dictating to construct maps and other representations of familiar places.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
TOPIC 3. HISTORY: PERSONAL EXPERIENCES AND MEMORIES (PREK.T3)	
1. With guidance and support, recall and describe events that happened in the classroom or in a story, using words and phrases relating to chronology and time, including first, next, last (e.g., describe something that happened yesterday or last week).	<ul style="list-style-type: none"> • First, Next, and Last • Today • Yesterday/Tomorrow • Sum Up, Remember Order • What Comes Next?
2. With guidance and support, explain how the concepts of days, weeks, and months relate to the passage of time.	<ul style="list-style-type: none"> • Songs: Days of the Week; Months of the Year; Seasons • Today • Yesterday/Tomorrow • Days of the Week
3. With guidance and support, participate in short shared research projects to gather information about traditions of people of diverse backgrounds.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
TOPIC 4. ECONOMICS: WORK AND COMMERCE (SHARED WITH KINDERGARTEN) (PREK.T4)	
<p>Working</p> <p>1. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.</p>	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
<p>Buying, Selling and Trading Goods and Services</p> <p>2. With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want.</p>	<ul style="list-style-type: none"> • Books: Follow the Apples; Bugs For Sale
<p>3. With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.</p>	<ul style="list-style-type: none"> • Books: Follow the Apples; Bugs For Sale
ENGLISH LANGUAGE ARTS AND LITERACY	
READING STANDARDS FOR LITERATURE (RL)	
KEY IDEAS AND DETAILS	
<p>1. With prompting and support, ask and answer questions about a story or poem read aloud.</p>	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
<p>2. With prompting and support, retell a sequence of events from a story read aloud.</p>	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • Picture Clues • What Comes Next? • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
<p>3. With prompting and support, act out characters and events from a story or poem read aloud.</p>	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Describe Characters • Sum Up, Five Ws

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
CRAFT AND STRUCTURE	
4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.
5. Show awareness of the rhythmic structure of a poem or song by clapping or through movement	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.)
6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • Picture Story • Picture Clues • What Comes Next? • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
INTEGRATION OF KNOWLEDGE AND IDEAS	
7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.	<ul style="list-style-type: none"> • Peek at the Story • What Comes Next? • Sum Up, Remember Order • Picture Story • Picture Clues
8. (Not applicable.)	
9. With prompting and support, make connections between a story or poem and their own experiences.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
READING STANDARDS FOR INFORMATIONAL TEXT (RI)	
KEY IDEAS AND DETAILS	
1. With prompting and support, ask and answer questions about an informational text read aloud.	<ul style="list-style-type: none"> • Find an Answer • Build Knowledge • Informational Books (See titles at end of document.)
2. With prompting and support, recall important facts from an informational text after hearing it read aloud.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge • Sum Up, Five Ws

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
KEY IDEAS AND DETAILS <i>continued</i>	
3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop).	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge
CRAFT AND STRUCTURE	
4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.
5. (Begins in kindergarten or when the individual child is ready.)	
6. With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.)
INTEGRATION OF KNOWLEDGE AND IDEAS	
7. With prompting and support, describe important details from an illustration or photograph.	<ul style="list-style-type: none"> • Look at Details • Picture Clues
8. (Begins in kindergarten or when the individual child is ready.)	
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.	<ul style="list-style-type: none"> • Books: Fawn Eyes; I Wish I Had Ears Like a Bat; Legs; Pairs; Guess What I Am; Animal Bodies
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.)
READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)	
PRINT CONCEPTS	
1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet. <ul style="list-style-type: none"> a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back. 	<ul style="list-style-type: none"> • Print Directionality Introduction • Picture Story • Sing a Rhyme Songs/Books (See titles at end of document.)
b. (Begins in kindergarten or when the individual child is ready.)	
c. (Begins in kindergarten or when the individual child is ready.)	

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
PRINT CONCEPTS <i>continued</i>	
<p>d. Recognize and name some uppercase letters of the alphabet and the lowercase letters in their own name.</p>	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Pictures • Similarities and Differences in Letters • Find the Letter • Name That Letter • What's Your Name?
<p>2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).</p>	<ul style="list-style-type: none"> • Get Started with Sounds • Rhyming Words Song • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme
<p>b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.</p>	<ul style="list-style-type: none"> • Look, Listen, and Match
<p>c. Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Read with Me Books (See titles at end of document.)
<p>d. (Begins in kindergarten or when the individual child is ready.)</p>	
<p>e. (Begins in kindergarten or when the individual child is ready.)</p>	
PHONICS AND WORD RECOGNITION	
<p>3. Demonstrate beginning understanding of phonics and word analysis skills.</p> <p>a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Read with Me Books (See titles at end of document.)
<p>b. (Begins in kindergarten or when the individual child is ready.)</p>	
<p>c. Recognize their own name and familiar common signs and labels (e.g., STOP).</p>	<p>When the student's session time has expired, a pop-up displays with a character holding a stop sign. The symbol is accompanied by the spoken message, "Your turn is finished. You've done a good job."</p> <ul style="list-style-type: none"> • What's Your Name?
<p>d. (Begins in kindergarten or when the individual child is ready.)</p>	

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
FLUENCY	
4. (Begins in kindergarten or when the individual child is ready.)	
WRITING STANDARDS (W)	
TEXT TYPES AND PURPOSES	
1. Dictate words to express a preference or opinion about a topic (e.g., “I would like to go to the fire station to see the truck and meet the firemen.”).	<ul style="list-style-type: none"> Books: Ooey, Goey Mud; I Hate Peas; Bad News Shoes; Lumpy Mush
2. Use a combination of dictating and drawing to supply information about a topic.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
3. Use a combination of dictating and drawing to tell a story.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
PRODUCTION AND DISTRIBUTION OF WRITING	
4. (Begins in grade 1.)	
5. (Begins in kindergarten or when the individual child is ready.)	
6. Recognize that digital tools (e.g., computers, mobile phones, cameras) are used for communication and, with guidance and support, use them to convey messages in pictures and/or words.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
SPEAKING AND LISTENING STANDARDS (SL)	
COMPREHENSION AND COLLABORATION	
1. Participate in collaborative conversations with diverse partners during daily routines and play. <ol style="list-style-type: none"> Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways). 	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
<ol style="list-style-type: none"> Continue a conversation through multiple exchanges 	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, ask and answer relevant questions, and communicate in complete sentences.
2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).	<ul style="list-style-type: none"> Read-Along Books Informational Books (See titles at end of document.) Build Knowledge
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> Find an Answer Build Knowledge Informational Books (See titles at end of document.) Science Investigation

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
PRESENTATION OF KNOWLEDGE AND IDEAS	
4. Describe personal experiences; tell stories.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Step Into the Story
5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
6. Speak audibly and express thoughts, feelings, and ideas.	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, ask and answer relevant questions, and communicate in complete sentences.
LANGUAGE STANDARDS (L)	
CONVENTIONS OF STANDARD ENGLISH	
1. Demonstrate command of the conventions of standard English grammar and usage when speaking. Sentence Structure and Meaning	Waterford’s Social Emotional videos model conversations and discussions between various characters that demonstrate the conventions of standard English grammar as they communicate in complete sentences.
a. Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions; name and use in context numbers 0-10.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Nouns; Verbs; Preposition Ship • Explain Numbers • Number Instruction • Sum Up, Five Ws
VOCABULARY ACQUISITION AND USE	
4. Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play	<ul style="list-style-type: none"> • Vocabulary Introduction
a. With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).	<ul style="list-style-type: none"> • Songs: Synonym Tree; Verbs
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, texture).	<ul style="list-style-type: none"> • Songs: Verbs; All Sorts of Laundry • Book: Buttons, Buttons • Make Comparisons • Sort
b. (Begins in kindergarten.)	
c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration. <ul style="list-style-type: none"> • Vocabulary Introduction
d. (Begins in kindergarten.)	
6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.	All activities in Waterford provide opportunities for students to use words and phrases acquired through conversation. Activities enable students to read and be read to, and to respond to texts.

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
MATHEMATICS	
COUNTING AND CARDINALITY (PK.CC)	
A. KNOW NUMBER NAMES AND THE COUNTING SEQUENCE.	
1. Listen to and say the names of numbers in meaningful contexts.	<ul style="list-style-type: none"> • Counting Songs • Number Songs • Number Counting • Number Instruction • Order Numbers • Counting Puzzle • Bug Bits • Dot-to-Dot
2. Recognize and name written numerals 0-10.	<ul style="list-style-type: none"> • Math Books (See titles at end of document.) • Counting Songs • Number Instruction • Match Numbers • Make and Count Groups • One-to-One Correspondence
B. COUNT TO TELL THE NUMBER OF OBJECTS.	
3. Understand the relationships between numerals and quantities up to 10.	<ul style="list-style-type: none"> • Counting Songs • Number Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Match Numbers • Make and Count Groups • Bug Bits
C. COMPARE NUMBERS.	
4. Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration. Recognize the “one more,” “one less” patterns.	<ul style="list-style-type: none"> • Songs: Counting On; Counting Backward • Counting Songs • Number Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Match Numbers • Make and Count Groups • Count On • Count Down • Count Backward • Bug Bits
5. Use comparative language, such as more/less than, equal to, to compare and describe collections of objects.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than • Make and Count Groups

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
OPERATIONS AND ALGEBRAIC THINKING (PK.OA)	
A. UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.	
<p>1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.</p>	<ul style="list-style-type: none"> • Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction
MEASUREMENT AND DATA (PK.MD)	
A. DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.	
<p>1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow).</p>	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Capacity • Length • Order Size • Big and Little • Tall and Short • Heavy and Light • Size • Match
<p>2. Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.</p>	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Capacity • Length • Order Size • Big and Little • Tall and Short • Heavy and Light • Size • Match
B. CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY.	
<p>3. Sort, categorize, and classify objects by more than one attribute.</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than; All Sorts of Laundry • Books: For the Birds; Buttons, Buttons • Make and Count Groups • Make Comparisons • Sort
C. WORK WITH MONEY.	
<p>4. Recognize that certain objects are coins and that dollars and coins represent money.</p>	<ul style="list-style-type: none"> • Song: Save Your Pennies • Coin Identification

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
GEOMETRY	
A. IDENTIFY AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES).	
1. Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart).	<ul style="list-style-type: none"> • Songs: Positioning; Kites; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Over, Under, and Through • Inside, Outside, Between • Above, Below, Next to, On • First, Middle, Last • First, Next, and Last
2. Identify various two-dimensional shapes using appropriate language.	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes
B. ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES.	
3. Create and represent three-dimensional shapes (ball/sphere, square box/cube, tube/cylinder) using various manipulative materials (such as Popsicle sticks, blocks, pipe cleaners, pattern blocks).	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Solid Shapes • World Shapes • Geoboard • Tangrams
SCIENCE AND TECHNOLOGY/ENGINEERING: THE WORLD AROUND ME	
EARTH AND SPACE SCIENCES	
ESS1. EARTH'S PLACE IN THE UNIVERSE	
PreK-ESS1-1(MA). Demonstrate awareness that the Moon can be seen in the daytime and at night, and of the different apparent shapes of the Moon over a month.	<ul style="list-style-type: none"> • Song: The Moon • Moon
PreK-ESS1-2(MA). Observe and use evidence to describe that the Sun is in different places in the sky during the day.	<ul style="list-style-type: none"> • Song: Sun Blues • Sun
ESS2. EARTH'S SYSTEMS	
PreK-ESS2-1(MA). Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things.	<ul style="list-style-type: none"> • Songs: Four Ecosystems; Water • Book: Where in the World Would You Go Today? • Mountains • Deserts • Oceans • Rainforests • Water
PreK-ESS2-2(MA). Observe and classify non-living materials, natural and human made, in the local environment.	<ul style="list-style-type: none"> • Song: Living and Nonliving • Materials • Magnets

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
ESS2. EARTH'S SYSTEMS <i>continued</i>	
PreK-ESS2-3(MA). Explore and describe different places water is found in the local environment.	<ul style="list-style-type: none"> • Songs: Water; Precipitation • Water
PreK-ESS2-4(MA). Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature.	<ul style="list-style-type: none"> • Songs: Sun Blues; Precipitation • Book: What is a Cloud?; Whatever the Weather • Weather • Calendar/Graph Weather • Sun • Clouds
PreK-ESS2-5(MA). Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes.	<ul style="list-style-type: none"> • Songs: Precipitation; Seasons • Books: Whatever the Weather; That's What I Like: A Book About Seasons • Weather • Spring • Summer • Fall • Winter
PreK-ESS2-6(MA). Provide examples of the impact of weather on living things.	<ul style="list-style-type: none"> • Song: Seasons • Books: Whatever the Weather; That's What I Like: A Book About Seasons • Weather • Spring • Summer • Fall • Winter
ESS3. EARTH AND HUMAN ACTIVITY	
PreK-ESS3-1(MA). Engage in discussion and raise questions using examples about local resources (including soil and water) humans use to meet their needs.	<ul style="list-style-type: none"> • Songs: Water; Food From Plants • Water • Food From Plants • Care of Water
PreK-ESS3-2(MA). Observe and discuss the impact of people's activities on the local environment.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling
LIFE SCIENCE	
LS1. FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES	
PreK-LS1-1(MA). Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts.	<ul style="list-style-type: none"> • Songs: Plant or Animal; Animal Bodies • Book: Animal Bodies • Plant or Animal • Body Parts • Plants • Parts of the Face
PreK-LS1-2(MA). Explain that most animals have five senses they use to gather information about the world around them.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Touch • Smell • Taste

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
LS1. FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES <i>continued</i>	
PreK-LS1-3(MA). Use their five senses in their exploration and play to gather information.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Touch • Smell • Taste
LS2. ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS	
PreK-LS2-1(MA). Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things.	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving
PreK-LS2-2(MA). Using evidence from the local environment, explain how familiar plants and animals meet their needs where they live.	<ul style="list-style-type: none"> • Songs: Four Ecosystems; Water • Book: Where in the World Would You Go Today? • Mountains • Deserts • Oceans • Rainforests • Water
PreK-LS2-3(MA). Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs.	<ul style="list-style-type: none"> • Song: Food From Plants • Book: Everybody Needs to Eat • Food From Plants
LS3. VARIATION OF TRAITS	
PreK-LS3-1(MA). Use observations to explain that young plants and animals are like but not exactly like their parents.	<ul style="list-style-type: none"> • Song: Plants are Growing • Observe a Simple System • Build Knowledge
PreK-LS3-2(MA). Use observations to recognize differences and similarities among themselves and their friends.	<ul style="list-style-type: none"> • Song: Same and Different • Book: Moving Day • Make Comparisons
PHYSICAL SCIENCES	
PS1. MATTER AND ITS INTERACTIONS	
PreK-PS1-1(MA). Raise questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.	<ul style="list-style-type: none"> • Song: Solid or Liquid • Book: Pancakes Matter • Solid and Liquid
PreK-PS1-2(MA). Investigate natural and human-made objects to describe, compare, sort, and classify objects based on observable physical characteristics, uses, and whether something is manufactured or occurs in nature.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest; Greater Than, Less Than; Shapes, Shapes, Shapes; Living and Nonliving; Natural Resources • Books: Buttons, Buttons; For the Birds; Imagination Shapes • Make Comparisons • Sort • Materials • Simple Shapes • Solid Shapes

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
PS1. MATTER AND ITS INTERACTIONS <i>continued</i>	
PreK-PS1-3(MA). Differentiate between the properties of an object and those of the material of which it is made.	<ul style="list-style-type: none"> Books: Pancakes Matter; I Want to Be a Scientist Like Wilbur and Orville Wright
PreK-PS1-4(MA). Recognize through investigation that physical objects and materials can change under different circumstances.	<ul style="list-style-type: none"> Song: Solid or Liquid Book: Pancakes Matter Solid and Liquid
PS2. MOTION AND STABILITY: FORCES AND INTERACTIONS	
PreK-PS2-1(MA). Using evidence, discuss ideas about what is making something move the way it does and how some movements can be controlled.	<ul style="list-style-type: none"> Song: Push and Pull Book: Mr. Mario's Neighborhood Push and Pull
PreK-PS2-2(MA). Through experience, develop awareness of factors that influence whether things stand or fall.	<ul style="list-style-type: none"> Song: Gravity
PS4. WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER	
PreK-PS4-1(MA). Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.	<ul style="list-style-type: none"> Common Sounds
PreK-PS4-2(MA). Connect daily experiences and investigations to demonstrate the relationships between the size and shape of shadows, the objects creating the shadow, and the light source.	<ul style="list-style-type: none"> Book: My Family Campout
SOCIAL AND EMOTIONAL STANDARDS	
SELF-AWARENESS:	
Standard SEL1: The child will be able to recognize, identify, and express his/her emotions.	<ul style="list-style-type: none"> It's Not Fair! Do I Have To? Lost and Found Find Me! Lost Dinosaur Squirrel's Blocks Broken Lamp
Standard SEL2: The child will demonstrate accurate self-perception.	<ul style="list-style-type: none"> Book: Mine; Jose Three; Grandpa's Great Athlete My Name Is Squirrel
Standard SEL3: The child will demonstrate self-efficacy (confidence/competence).	<ul style="list-style-type: none"> Squirrel's Sketches Boo Hoo Baby Soup's On! Dinner Time The Picnic
SELF-MANAGEMENT:	
Standard SEL4: The child will demonstrate impulse control and stress management.	Waterford's Social Emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL AWARENESS:	
Standard SEL5: The child will display empathetic characteristics.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Papa's Thumb • Lost Keys
Standard SEL6: The child will recognize diversity and demonstrate respect for others.	<ul style="list-style-type: none"> • Books: In the Rain; Seeing Fingers; Noise? What Noise?; Moving Day
RELATIONSHIP SKILLS:	
Standard SEL7: The child will demonstrate the ability to communicate with others in a variety of ways.	<ul style="list-style-type: none"> • Books: Seeing Fingers; Noise? What Noise? • Mama's Melody • Musical Mayhem • Marmot Basket
Standard SEL8: The child will engage socially, and build relationships with other children and with adults.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Standard SEL9: The child will demonstrate the ability to manage conflict.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Standard SEL10: The child will demonstrate the ability to seek help and offer help.	<ul style="list-style-type: none"> • Lost Dinosaur • Boo Hoo Baby • Baby's Ball • Musical Mayhem
RESPONSIBLE DECISION MAKING:	
Standard SEL11: The child will demonstrate beginning personal, social, and ethical responsibility.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Standard SEL12: The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.	<ul style="list-style-type: none"> • Broken Lamp • Do I Have To?
APPROACHES TO PLAY AND LEARNING	
Standard APL1: The child will demonstrate initiative, self-direction, and independence.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Standard APL2: The child will demonstrate eagerness and curiosity as a learner.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System
Standard APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task.	Engaging activities and consistent support throughout Waterford hold children's attention as they concentrate on each task providing support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Standard APL4: The child will demonstrate creativity in thinking and use of materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Standard APL5: The child will cooperate with others in play and learning.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
APPROACHES TO PLAY AND LEARNING <i>continued</i>	

MASSACHUSETTS STANDARDS	WATERFORD DIGITAL RESOURCES
Standard APL6: The child will seek multiple solutions to a question, task, or problem.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Standard APL7: The child will demonstrate organizational skills.	<ul style="list-style-type: none"> • Clubhouse
Standard APL8: The child will be able to retain and recall information.	<ul style="list-style-type: none"> • Memorization Skills



PRE-READING

Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

BASIC READING

Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

Readable Books (Read or Record)

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

Readable (Walk-through/Jump-through/Record Titles)

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam

FLUENT READING

Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

Informational Books

The Pinata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

Readable Books (Record, Read, Listen) Titles

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?

PRE-MATH & SCIENCE

Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

Counting Songs

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

Number Songs

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

BASIC MATH & SCIENCE

Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

FLUENT MATH & SCIENCE

Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair

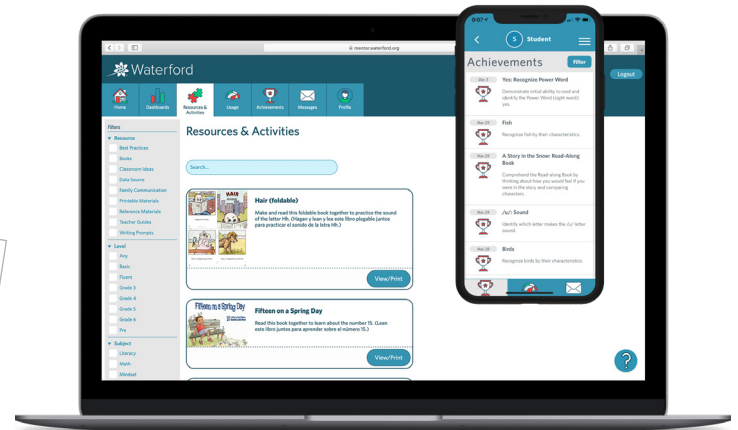
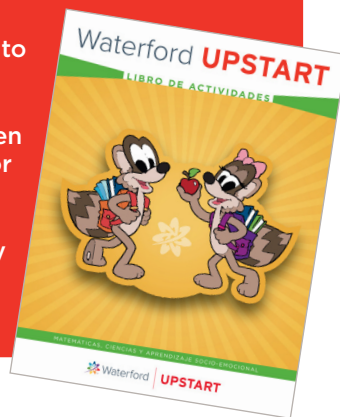
FAMILY ENGAGEMENT RESOURCES

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford UPSTART families. Please visit [Waterford Mentor](#) to see the most current resources and activities.

WATERFORD MENTOR

[Waterford Mentor](#) is a secure website where Waterford UPSTART families log in to see their child's usage and learning achievements. Families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities.

The Waterford UPSTART Activity Books are available to many families. These books include resources designed specifically for young children as well as family activities for reading, writing, math, and science. All activities in the Waterford UPSTART Activity Book are available online at Waterford Mentor.



Waterford Mentor is available online and in the Waterford Mentor app (for iOS and Android).

SAMPLE ACTIVITIES

Families can find the following resources—and many more—at Waterford Mentor. These resources are also available in Spanish.

Social-Emotional Learning

Affirming Your Child; Emotion Cards, Screen Time Balance, Social-Emotional Learning Overview, Social-Emotional Learning—Relationship Skills, Responsible Decision Making, Self-Awareness, Self-Management, Social Awareness, Stop-Think-Choose, Waterford and Social-Emotional Learning; Clean Up Together!; Do You Have?; Find the Ball; Garbage Elves; Guess How I'm Feeling; Guess My Rule; Hi! Notes; I Love My Hat; Lots of Feelings; Personal Space Circle; Plant or Animal Sort; Please and Thank You; Rock-a-bye, Baby Lullaby; Role Play; Shape Bag; Telling the Truth; This Belongs to a Friend; Waiting Game

Math and Science

Waterford's Five Instructional Strands for Math and Science; Family Math and Science Activities; Number Writing Practice 0-10; Draw 1-20; Racing Squirrels Counting Game; First, Middle, Last; Same and Different; More and Less; Shapes; Shape Count; Patterns; Grab and Count; Count the Chips 5; Add Groups; Living or Nonliving?; Solid and Liquid; Clouds; Water; Number Cards; Dot Cards; Pattern Cards; Sorting Cards; Counting

Cards; 0-99 Chart; Base 10 Blocks and Place Value Mat; 100s Chart; Addition Puzzles; Count On by 1; Geoboard Dot Grid; Graphs; Insect Cards; Mammals Poster

Language and Literacy

Waterford's Five Instructional Strands for Reading; Family Reading Activities; Alphabet Pictures Chart; Letter Writing Practice Aa-Zz; Journal Page; Family Writing Activities; Syllables; Nursery Rhymes (Hey, Diddle, Diddle; Quack, Quack, Quack; Jack and Jill; Twinkle, Twinkle Little Star); Capital Letter Cards; Lowercase Letter Cards; Word Pattern Cards; Sound Cards; Power Word Cards; Letter Trace Aa-Zz; Rhyming Cards; Where's the Sound?; Decodable Books

Books (coming soon in Spanish)

Mine; José Three; My Super Sticky Sandwich; Ooey, Goopy Mud; Fawn Eyes; Garden Visitors; Little Monkey; The Alligator in the Library; A Story in the Snow; Shell Houses; Lost Socks; Lumpy Mush; The Germs; The Swing; The Watermelon Seed; Moon Song; What Is a Cloud?; Legs; In the Rain; Moving Day; Seeing Fingers; Play Ball

CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford.org is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.