

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*Missouri Early  
Learning  
Standards 2009*

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LITERACY</b>	
<b>I. SYMBOLIC DEVELOPMENT</b>	
1. Represents feelings and ideas in a variety of ways.	
a. Represents feelings and ideas through pretend play.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
b. Represents feelings and ideas through movement.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
c. Represents feelings and ideas through music.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
d. Represents feelings and ideas through art and construction.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>II. SPEAKING/EXPRESSIVE LANGUAGE</b>	
1. Use language to communicate.	
a. Communicates in home language and is understood by others.	Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.
b. Initiates and responds appropriately in conversation and discussions with adults and children.	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.
2. Uses expanded vocabulary.	
a. Uses language to pretend or create.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
b. Uses complete sentences of varying length.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>
<b>III. LISTENING/RECEPTIVE LANGUAGE</b>	
1. Listens for different purposes.	
a. Follows simple directions.	Children interacting with Waterford are constantly listening to input, following directions, and responding with choices.
b. Listens responsively to books and stories.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
c. Listens to and engages in conversations with others.	Waterford’s Social Emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters.
d. Responds to questions.	Question and response conversations within Waterford’s Social Emotional videos provide examples for students to ask and answer questions.

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>IV. READING</b>	
<b>1. Applies early reading skills.</b>	
a. Shows interest in reading and books.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
b. Exhibits book-handling skills.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
c. Pretends to read easy or predictable books or tries to read along during his/her favorite part of story.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
d. Comprehends and responds to text.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• What Comes Next?</li> <li>• Peek at the Story</li> <li>• Sum Up, Remember Order</li> </ul>
e. Develops a sense of story.	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Peek at the Story</li> <li>• Sum Up, Remember Order</li> <li>• Connect to Me</li> </ul>
<b>2. Uses concepts of print.</b>	
a. Reads environmental print and symbols.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
b. Identifies some alphabet letters.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction</li> <li>• Letter Pictures</li> <li>• What’s Your Name?</li> </ul>
c. Recognizes that print represents spoken words.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• What’s Your Name?</li> </ul>
<b>3. Attends to sounds in language. (Phonological awareness)</b>	
a. Repeats rhymes, simple songs, poems and finger plays.	<ul style="list-style-type: none"> <li>• Rhyming Words Song</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
b. Participates in word games.	<ul style="list-style-type: none"> <li>• Song: Apples and Bananas</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Circus Clown Climbers</li> <li>• One, Two, Three Sounds</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>3. Attends to sounds in language. (Phonological awareness) <i>continued</i></b>	
c. Discriminates some sounds in words.	<ul style="list-style-type: none"> <li>• Read with Me Books (See titles at end of document.)</li> <li>• Letter Sounds</li> <li>• Where Is the Sound?</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
<b>V. WRITING</b>	
<b>1. Uses writing as a means of expression/communication.</b>	
a. Experiments with writing tools and materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
b. Uses scribbles, shapes, pictures and letters to write.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> </ul>
c. Tells others about intended meaning of drawings and writings.	• See “Family Engagement Resources” at end of document.
d. Uses a variety of resources to facilitate writing.	• Letter Picture Writing
<b>MATHEMATICS</b>	
<b>I. NUMBER AND OPERATIONS</b>	
<b>1. Uses number to show quantity.</b>	
a. Shows interest in counting and quantity.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>
b. Develops an increasing ability to rote count in sequence.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Number Counting</li> <li>• Order Numbers</li> <li>• Make and Count Groups</li> </ul>
c. Counts objects with understanding.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• One-to-One Correspondence</li> </ul>
<b>2. Uses language to represent objects.</b>	
a. Uses language to compare number (e.g., more/less, greater/fewer, equal to).	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>
b. Combines and names how many.	<ul style="list-style-type: none"> <li>• Songs: Addition; Pirates Can Add; On the Bayou</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Act Out Addition</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2. Uses language to represent objects <i>continued</i>.</b>	
c. Separates and names how many.	<ul style="list-style-type: none"> <li>• Songs: Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> </ul>
d. Explores everyday fractions.	<ul style="list-style-type: none"> <li>• Song: Fractions</li> <li>• Book: Half for You and Half for Me</li> <li>• Equal-Part Fractions</li> </ul>
<b>3. Solves problems using number.</b>	
a. Names how many there are in a group (up to five objects).	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Make and Count Groups</li> <li>• Bug Bits</li> </ul>
b. Uses one-to-one correspondence when counting objects.	<ul style="list-style-type: none"> <li>• One-to-One Correspondence</li> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Bug Bits</li> <li>• Soup’s On!</li> </ul>
c. Uses one-to-one correspondence to compare the size of a group of objects.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• One-to-One Correspondence</li> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Bug Bits</li> </ul>
d. Estimates, then counts to verify the number of objects.	<ul style="list-style-type: none"> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul>
<b>4. Uses numerical representation.</b>	
a. Uses drawings to represent number.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
b. Identifies numerals in everyday situations.	<ul style="list-style-type: none"> <li>• Math Books (See titles at end of document.)</li> </ul>
c. Uses ordinal numbers (i.e., first, second, last).	<ul style="list-style-type: none"> <li>• Book: The Circus Came to Town</li> <li>• First, Next, and Last</li> <li>• First, Middle, and Last</li> </ul>
d. Writes some numerals.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> </ul>
e. Matches numeral with quantity.	<ul style="list-style-type: none"> <li>• One-to-One Correspondence</li> <li>• Match</li> </ul>

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<b>II. GEOMETRY AND SPATIAL SENSE</b>	
<b>1. Investigates positions and locations.</b>	
a. Takes objects apart and puts them together.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
b. Uses actions and words to indicate position and location.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> </ul>
c. Uses actions and words to indicate movement and orientation.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> </ul>
<b>2. Explores shapes in the environment.</b>	
a. Investigates and talks about the characteristics of shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
b. Creates and duplicates three dimensional and two-dimensional shapes using a variety of materials	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
c. Identifies and names some shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
d. Indicates if shapes are alike or different using one or more characteristics	<ul style="list-style-type: none"> <li>• Songs: Same and Different; Corners and Sides; Congruent Parts</li> <li>• Similar Figures</li> <li>• Congruence</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>III. PATTERNS AND RELATIONSHIPS (ALGEBRA)</b>	
<b>1. Recognizes relationships in the environment.</b>	
a. Matches, sorts and regroups objects according to one or more characteristics.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; All Sorts of Laundry; Large, Larger, Largest</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Match</li> </ul>
b. Orders things according to relative differences.	<ul style="list-style-type: none"> <li>• Song: Large, Larger, Largest</li> <li>• Order Size</li> </ul>
<b>2. Uses patterns in the environment.</b>	
a. Recognizes patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
b. Duplicates and extends patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
c. Creates patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
<b>IV. MEASUREMENT</b>	
<b>1. Makes comparisons.</b>	
a. Compares objects using measurable features.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; All Sorts of Laundry; Large, Larger, Largest</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Sort</li> <li>• Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Match</li> <li>• Length</li> <li>• Capacity</li> </ul>
b. Describes measurement.	<ul style="list-style-type: none"> <li>• Length</li> <li>• Capacity</li> </ul>



MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>1. Makes comparisons <i>continued</i>.</b>	
c. Orders three or more objects according to length or size differences.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Make Comparisons</li> <li>• Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> </ul>
d. Uses language associated with time in everyday situations.	<ul style="list-style-type: none"> <li>• Book: How Long is a Minute?</li> <li>• Yesterday</li> <li>• Today/Tomorrow</li> </ul>
e. Anticipates, remembers and predicts a sequence of events.	<ul style="list-style-type: none"> <li>• Book: Marty’s Mixed-up Mom</li> <li>• Sum Up, Remember Order</li> <li>• What Comes Next?</li> </ul>
<b>2. Uses measurement.</b>	
a. Explores ways to measure.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> </ul>
b. Measures using objects.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> </ul>
<b>V. EXPLORING DATA (PROBABILITY)</b>	
<b>1. Collects, organizes, and displays information. (Charting and graphing)</b>	
a. Asks questions to gather information.	<ul style="list-style-type: none"> <li>• Book: Milton’s Mitten</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
b. Sorts and classifies objects into groups.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Button, Buttons</li> <li>• Sort</li> </ul>
c. Explains how the grouping was done.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Button, Buttons</li> <li>• Sort</li> </ul>
d. Uses charts and graphs to evaluate information.	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
<b>PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY</b>	
<b>I. PHYSICAL DEVELOPMENT</b>	
<b>1. Uses gross motor skills with purpose and coordination.</b>	
a. Moves from one point to another.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
b. Controls body movements.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
c. Uses large muscle movements to manipulate objects.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2. Uses fine motor skills with purpose and control.</b>	
a. Performs fine motor tasks.	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
b. Uses fingers and hands to accomplish fine motor tasks.	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
c. Uses tools in a functional manner.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
d. Exhibits coordination of facial muscles.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>3. Responds to sensory input to function in the environment.</b>	
a. Exhibits sensory awareness.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: Fawn Eyes</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>
b. Exhibits body awareness.	<ul style="list-style-type: none"> <li>• Body Parts</li> <li>• Parts of the Face</li> </ul>
c. Exhibits spatial awareness.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> </ul>
d. Exhibits temporal awareness.	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<b>II. HEALTH</b>	
<b>1. Practices healthy behaviors.</b>	
a. Shows independence in personal hygiene.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
b. Chooses to participate in daily physical activity.	<ul style="list-style-type: none"> <li>• Books: Health; We All Exercise</li> <li>• Exercise and Re st</li> </ul>
c. Exhibits body strength and endurance.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>III. SAFETY</b>	
<b>1. Practices safe behaviors.</b>	
a. Listens to and follows adult directions during emergencies.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
b. Follows vehicle, street and public safety.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
c. Recognizes personal danger.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
d. Knows how and when to seek help.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SCIENCE</b>	
<b>I. PHYSICAL SCIENCE</b>	
<b>1. Explores physical properties of objects and materials.</b>	
a. Shows interest in the physical world.	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Materials</li> <li>• Science Books (See titles at end of document.)</li> </ul>
b. Uses one or more senses to observe the physical world.	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Common Sounds</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
c. Experiments with simple tools.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Magnets</li> </ul>
<b>2. Investigates properties of objects and materials.</b>	
a. Asks questions about objects and materials.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Materials</li> <li>• Magnets</li> </ul>
b. Experiments with objects and materials to gather information and observe reactions.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Observe a Simple System</li> <li>• Materials</li> <li>• Science Tools</li> <li>• Magnets</li> </ul>
c. Shows knowledge of physical properties of objects.	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Solid or Liquid</li> <li>• Book: Water is All Around</li> <li>• Solid and Liquid</li> <li>• Materials</li> <li>• Magnets</li> </ul>
<b>3. Solves problems involving physical properties of objects and materials.</b>	
a. Identifies problems involving physical properties of objects and materials.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
b. Experiments with objects to produce desired effects.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
c. Makes predictions based on experiences with objects and materials.	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Solid or Liquid</li> <li>• Magnets</li> </ul>

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4. Represents observations of the physical world in a variety of ways.	
a. Represents observations through pretend play.	<ul style="list-style-type: none"> <li>• 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; Grandpa’s Great Athlete</li> <li>• Science Tools</li> <li>• Magnets</li> </ul>
b. Represents observations through music and movement.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
c. Represents observations through art and construction.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
d. Talks about the physical world.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides; Savanna Size</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Science Investigation</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Science Tools</li> </ul>
II. LIFE SCIENCE	
1. Explores characteristics of living things.	
a. Shows interest in plant and animal changes.	<ul style="list-style-type: none"> <li>• Song: Plants are Growing</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Mammals</li> <li>• Birds</li> <li>• Amphibians</li> <li>• Plants</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
b. Uses one or more senses to observe the natural world.	<ul style="list-style-type: none"> <li>• Songs: Five Senses; Food From Plants</li> <li>• Books: A Story in the Snow; Fawn Eyes</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> <li>• Food From Plants</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2. Investigates characteristics of living things</b>	
a. Asks questions about the natural world.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> <li>• Food From Plants</li> </ul>
b. Collects information to learn about living things.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
c. Shows knowledge of the characteristics of living things.	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Plant or Animal; Animal Bodies</li> <li>• Living or Nonliving</li> <li>• Plant or Animal</li> </ul>
<b>3. Solves problems related to living things.</b>	
a. Identifies problems involving living things.	<ul style="list-style-type: none"> <li>• Book: My Reptile Hospital</li> </ul>
b. Recognizes that living things have needs.	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Food From Plants</li> <li>• Book: Everybody Needs to Eat</li> <li>• Plants</li> <li>• Sun</li> <li>• Water</li> </ul>
c. Makes predictions based on experiences with living things.	<ul style="list-style-type: none"> <li>• Observe a Simple System</li> </ul>
<b>4. Represents observations about living things in a variety of ways.</b>	
a. Represents observations through pretend play.	<ul style="list-style-type: none"> <li>• Book: My Reptile Hospital</li> </ul>
b. Represents observations through music and movement.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
c. Represents observations through art and construction.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
d. Talks about plants and animals.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>III. EARTH AND SPACE</b>	
<b>1. Explores properties of earth and space.</b>	
a. Shows interest in earth and space.	<ul style="list-style-type: none"> <li>• Songs: Precipitation; I am Part of All I See; Conservation</li> <li>• Books: That’s What I Like: A Book About Seasons; What Is a Cloud?</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
b. Uses one or more senses to observe earth and space.	<ul style="list-style-type: none"> <li>• Songs: Precipitation; I am Part of All I See</li> <li>• Books: That’s What I Like: A Book About Seasons; What Is a Cloud?</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> <li>• Weather</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>1. Explores properties of earth and space <i>continued.</i></b>	
c. Uses simple tools to explore earth and space.	<ul style="list-style-type: none"> <li>• Book: My Family Campout</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>
<b>2. Investigates properties of earth and space.</b>	
a. Asks questions about earth and space	• See “Family Engagement Resources” at end of document.
b. Conducts experiments to gain knowledge of earth and space.	• See “Family Engagement Resources” at end of document.
c. Shows knowledge of changes in earth and space.	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Book: What Is a Cloud?</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> <li>• Clouds</li> <li>• Weather</li> </ul>
<b>3. Solves problems involving earth and space.</b>	
a. Identifies problems involving earth and space.	• See “Family Engagement Resources” at end of document.
b. Makes predictions based on experiences with earth and space.	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Books: In the Rain; Who Will Go in the Rain?</li> <li>• Sun</li> <li>• Weather</li> </ul>
<b>4. Represents observations about earth and space in a variety of ways.</b>	
a. Represents observations through pretend play.	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Science Tools</li> </ul>
b. Represents observations through music and movement.	• See “Family Engagement Resources” at end of document.
c. Represents observations through art and construction.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
d. Talks about earth and space.	• See “Family Engagement Resources” at end of document.
<b>SOCIAL AND EMOTIONAL DEVELOPMENT AND APPROACHES TO LEARNING</b>	
<b>I. KNOWLEDGE OF SELF</b>	
<b>1. Exhibits self-awareness.</b>	
a. Shows respect for self.	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Squirrel’s Sketches</li> </ul>
b. Develops personal preferences.	<ul style="list-style-type: none"> <li>• Books: Ooey, Gooney Mud; I Hate Peas; Lumpy Mush; Bad News Shoes</li> <li>• Soup’s On!</li> </ul>
c. Knows personal information.	<ul style="list-style-type: none"> <li>• Books: Mine; Jose Three</li> <li>• What’s Your Name?</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2. Develops self-control.</b>	
a. Follows simple rules	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
b. Accepts transitions and follows daily routines.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
c. Expresses feelings through appropriate gestures, actions and language.	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Squirrel’s Blocks</li> <li>• Lost Dinosaur</li> <li>• Boo Hoo Baby</li> <li>• Papa’s Thumb</li> <li>• Noisy Children</li> </ul>
d. Adapts to different environments.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>3. Develops personal responsibility.</b>	
a. Cares for personal and group possessions.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the property of others as well as their own.
b. Begins to accept the consequences of his or her own actions.	<ul style="list-style-type: none"> <li>• Broken Lamp</li> <li>• Baby’s Ball</li> </ul>
<b>II. KNOWLEDGE OF OTHERS</b>	
<b>1. Builds relationships of mutual trust and respect with others.</b>	
a. Respects the rights of others.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
b. Respects adult leadership.	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Find Me!</li> <li>• Squirrel’s Blocks</li> <li>• Lost Dinosaur</li> <li>• Where’s Papa?</li> <li>• Soup’s On!</li> </ul>
c. Seeks comfort and security from significant adults.	<ul style="list-style-type: none"> <li>• Squirrel’s Blocks</li> <li>• Where’s Papa?</li> <li>• It’s Not Fair!</li> <li>• Lost and Found</li> <li>• Find Me!</li> </ul>
d. Develops friendships.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>
e. Uses courteous words and actions.	Waterford’s Central Park characters model courteous behavior and use “Please” and “Thank you” throughout the Social Emotional videos.
f. Respects similarities and differences among people.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2. Works cooperatively with children and adults.</b>	
a. Participates successfully as a member of a group.	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Clubhouse</li> <li>• Party Time</li> <li>• Marmot Basket</li> </ul>
b. Shares experiences and ideas with others.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other and develop ideas.
c. Begins to examine a situation from another person's perspective.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• Noisy Children</li> <li>• Musical Mayhem</li> </ul>
d. Resolves conflicts with others.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>I. APPROACHES TO LEARNING</b>	
<b>1. Shows curiosity.</b>	
a. Expresses interest in people.	• See "Family Engagement Resources" at end of document.
b. Shows interest in learning new things and trying new experiences.	• See "Family Engagement Resources" at end of document.
c. Asks questions.	• Science Investigation
<b>2. Takes initiative.</b>	
a. Initiates interactions with others.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
b. Makes decisions independently.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Squirrel's Sketches</li> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Broken Lamp</li> </ul>
c. Develops independence during activities, routines and play.	Children follow directions and routines independently as they progress through the Waterford sequence of activities.
<b>3. Exhibits creativity.</b>	
a. Tries new ways of doing things.	• See "Family Engagement Resources" at end of document.
b. Uses imagination to generate a variety of ideas.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
c. Exhibits a sense of humor.	• See "Family Engagement Resources" at end of document.



MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>4. Shows confidence.</b>	
a. Expresses his or her own ideas and opinions.	<ul style="list-style-type: none"> <li>• Perfect Present</li> <li>• Party Time</li> <li>• Soup’s On!</li> <li>• Baby’s Ball</li> <li>• Boo Hoo Baby</li> <li>• Squirrel’s Blocks</li> <li>• Lost Dinosaur</li> </ul>
b. Views self as competent and has a positive self-image.	<ul style="list-style-type: none"> <li>• My Name Is Squirrel</li> <li>• Squirrel’s Sketches</li> </ul>
<b>5. Displays persistence.</b>	
a. Sustains attention to a task or activity appropriate for his age.	Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task.
b. Pursues challenges.	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 instruction.
c. Copes with frustration.	Waterford’s Social Emotional video series “I Can Calm Down” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”
<b>6. Uses problem-solving skills.</b>	
a. Recognizes problems.	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Squirrel’s Blocks</li> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> </ul>
b. Tries to solve problems.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> <li>• Musical Mayhem</li> </ul>
c. Works with others to solve problems.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.



**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

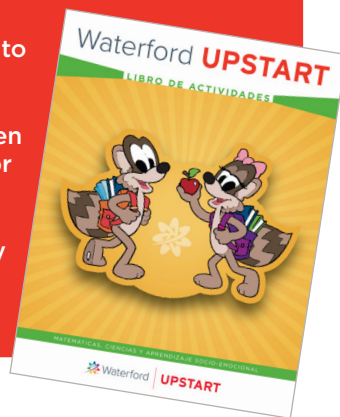
## FAMILY ENGAGEMENT RESOURCES

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.