

CURRICULUM *Correlation*

*Waterford
UPSTART*

100%

*2014 Montana
Early Learning
Standards*

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MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>UPSTART addresses the developmental continuum and aligns with most of the benchmarks of the Montana Early Learning Standards. Since UPSTART is designed for four-year old children, this correlation specifically aligns UPSTART program elements with the two standards grouped at the Preschool level of the continuum.</p>	
<p>EMOTIONAL AND SOCIAL</p>	
<p>CULTURE, FAMILY, AND COMMUNITY</p>	
<p>CULTURE</p>	
<p><i>Standard 1.1: Children develop an awareness of and appreciation for the similarities and differences between themselves and others.</i></p>	
<p>k. Recognize stereotypes that are culturally or linguistically unfair as well as other biased behaviors</p>	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Books and activities in the program model acceptance and provide opportunities for discussion.</p>
<p>l. Demonstrate awareness, knowledge, and appreciation for another culture</p>	<ul style="list-style-type: none"> • Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)
<p>FAMILY</p>	
<p><i>Standard 1.2: Children develop an awareness of and appreciation for the functions, contributions, and diverse characteristics of families.</i></p>	
<p>i. Identify oneself as a member of a family and describe her family in a variety of ways</p>	<ul style="list-style-type: none"> • Books: Mine; Jose Three • My Family • My Name Is Squirrel
<p>j . Recognize similarities and differences between his family and other families</p>	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p> <ul style="list-style-type: none"> • Come Inside • My Family
<p>COMMUNITY</p>	
<p><i>Standard 1.3: Children develop an understanding of the basic principles of how communities function, including work roles and commerce.</i></p>	
<p>h. Demonstrate community-building skills</p>	<p>Waterford’s Social-Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p>
<p>i. Describe what she wants to be when grown up</p>	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Mathematician Like Pythagoras; My Reptile Hospital

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
EMOTIONAL DEVELOPMENT	
SELF-CONCEPT	
<i>Standard 1.4: Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.</i>	
h. Engage in play that he or she has chosen	<ul style="list-style-type: none"> • Pretend Play • Free Play
i. Describe personal preferences and interests	<ul style="list-style-type: none"> • Books: Lumpy Mush; Ooey, Gooney Mud; I Hate Peas; Bad News Shoes
SELF-EFFICACY	
<i>Standard 1.5: Children demonstrate a belief in their abilities.</i>	
h. Take risks to try new things	<ul style="list-style-type: none"> • Perfect Present
i. Exhibit independence	Waterford's Central Park character, Squirrel, demonstrates making independent choices in the Social Emotional series that models positive, pro-social behaviors.
SELF-REGULATION	
<i>Standard 1.6: Children manage their internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.</i>	
i. Show empathy for others when he or she sees the consequences of his or her actions	<ul style="list-style-type: none"> • Do I Have To? • Baby's Blocks
j. Participate in developing program rules and guidelines for group games and interactive play and pay attention when rules are not followed	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
EMOTIONAL EXPRESSION	
<i>Standard 1.7: Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.</i>	
i. Express a deeper and wider range of emotions	<ul style="list-style-type: none"> • Do I Have To? • Lost Dinosaur • Squirrel Blocks • Clubhouse • Papa's Thumb • Lost Keys • Where's Papa? • Lost and Found • Broken Vase • Come Inside
j. Modify behaviors and emotions based on the environment and situation	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."

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL DEVELOPMENT	
INTERACTION WITH ADULTS	
<i>Standard 1.8: Children show trust, develop emotional bonds, and interact comfortably with adults.</i>	
h. Express appropriate affection for significant adults	<ul style="list-style-type: none"> • Where's Papa? • Find Me!
i. Seek adult affirmations	<ul style="list-style-type: none"> • Squirrel's Sketches • Party Time
INTERACTION WITH PEERS	
<i>Standard 1.9: Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.</i>	
i. Cooperate with others	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
j. Use problem-solving strategies when conflicts arise with peers	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
PHYSICAL	
FINE MOTOR SKILLS	
<i>Standard 2.1: Children develop small muscle strength, coordination, and skills.</i>	
e. Engage in self-help skills	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
f. Perform increasingly more sophisticated actions requiring eye hand coordination	Daily use of Waterford requires children to manipulate a mouse or touch pad and develops eye-hand coordination. Children also must practice writing letters and words.
GROSS MOTOR SKILLS	
<i>Standard 2.2: Children develop large muscle strength, coordination, and skills.</i>	
h. Perform large motor movement alone or with others	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
i. Manipulate objects with large muscles	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
SENSORIMOTOR DEVELOPMENT	
<i>Standard 2.3: Children use all the senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.</i>	
h. Adapt movements to specific situations	Waterford's digital sequence combined with Family Resources offer children verbal, visual, aural, and kinesthetic experiences providing many options for learning. <ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
i. Demonstrate concepts through movement	Waterford's digital sequence combined with Family Resources offer children verbal, visual, aural, and kinesthetic experiences providing many options for learning. <ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
HEALTH, SAFETY, AND PERSONAL CARE	
DAILY LIVING SKILLS	
<i>Standard 2.4: Children demonstrate personal health and hygiene skills as they develop and practice basic care routines.</i>	
f. Communicate with an adult when not feeling well	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
g. Participate in bathroom routines with growing independence	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
NUTRITION	
<i>Standard 2.5: Children eat and enjoy a variety of nutritional foods and develop healthy eating practices.</i>	
e. Participate in meals	<ul style="list-style-type: none"> • Soup’s On! • Dinner Time • The Picnic
f. Identify healthy foods options	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time
PHYSICAL FITNESS	
<i>Standard 2.6: Children demonstrate healthy behaviors that contribute to lifelong well-being through physical activity.</i>	
f. Participate in physically active games with peers	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest
g. Recognize the positive feelings experienced during and after physical activity	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest
SAFETY PRACTICES AND AWARENESS OF RULES	
<i>Standard 2.7: Children develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.</i>	
h. Make choices about behaviors or activities when presented with alternatives	<ul style="list-style-type: none"> • Pretend Play • The Picnic • Squirrel’s Blocks
i. Control or appropriately express intense emotions most of the time	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.”
COMMUNICATION	
COMMUNICATION AND LANGUAGE DEVELOPMENT	
RECEPTIVE COMMUNICATION (LISTENING AND UNDERSTANDING)	
<i>Standard 3.1: Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to learning.</i>	
j. Follow three and four-step directions	Children interacting with Waterfordare constantly listening to input and responding with choices, often following multi-step directions.
k. Focus on the meaning of words to enhance understanding and build vocabulary	Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
EXPRESSIVE COMMUNICATION (SPEAKING AND SIGNING)	
<i>Standard 3.2: Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.</i>	
p. Use new words	<ul style="list-style-type: none"> • Vocabulary • Build Knowledge
q. Relate a story or event with increasing detail and coherence	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Step Into the Story • Connect to Me
SOCIAL COMMUNICATION	
<i>Standard 3.3: Children develop skills that help them interact and communicate with others in effective ways.</i>	
j. Use language appropriately depending on the situation	Waterford provides Native Language Support. With this feature enabled and students clicks Repeat, they hear the instructions again in their native language followed in English.
k. Adjust intonation and volume of speech for a variety of settings	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
ENGLISH LANGUAGE LEARNERS: DUAL LANGUAGE ACQUISITION	
<i>Standard 3.4: Children develop competency in their home language while becoming proficient in English.</i>	
e. Use English for informal purposes and rely on home language for formal learning	Waterford provides Native Language Support. With this feature enabled and students clicks Repeat, they hear the instructions again in their native language followed in English. ELL students often thrive due to the scaffolded support and individual learning practice they receive While interacting with the courseware enabling them to communicate in multiple languages.
f. Adjust communication form for the audience	ELL students often thrive due to the scaffolded support and individual learning practice they receive While interacting with the courseware, enabling them to communicate in multiple languages.
LITERACY	
EARLY READING AND BOOK APPRECIATION	
<i>Standard 3.5: Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.</i>	
p. Demonstrate an understanding that letters make up words, words make up sentences, and sentences make up stories	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Print Directionality • Words Tell About the Pictures • Look, Listen, and Match • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
q. Sustain attention to increasingly longer books and stories	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
PRINT DEVELOPMENT/WRITING	
<i>Standard 3.6: Children develop interest and skills in using symbols as a meaningful form of communication.</i>	
l. Write his or her own name	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing • What’s Your Name?
m. Write familiar words using accepted writing format	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing
PRINT CONCEPTS	
<i>Standard 3.7: Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle).</i>	
g. Identify letters	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter
h. Match letters and their sound	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound
PHONOLOGICAL AWARENESS	
<i>Standard 3.8: Children develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.</i>	
g. Demonstrate progress in rhyming words	<ul style="list-style-type: none"> • Song: Rhyming Words • Rhyme • Finish the Picture • One Doesn’t Rhyme
h. Hear and separate words into syllables	<ul style="list-style-type: none"> • Syllables • Syllable Safari
COGNITION	
APPROACHES TO LEARNING	
CURIOSITY	
<i>Standard 4.1: Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.</i>	
h. Ask more complex questions	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Mathematician Like Pythagoras • Science Investigation
i. Develop personal interests	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
INITIATIVE AND SELF-DIRECTION	
<i>Standard 4.2: Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.</i>	
g. Develop procedures and thinking skills for investigating the world and making decisions	<ul style="list-style-type: none"> • Songs: The Scientific Method; I Am Part of All I See • Science Investigation • Science Tools • Magnets
h. Plan and achieve a goal	<p>Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready. Students can also plan to enjoy Free Play after completing their lesson.</p> <p>Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction when children need extra assistance to achieve their goal.</p>
PERSISTENCE AND ATTENTIVENESS	
<i>Standard 4.3: Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.</i>	
h. Sustain attention when peers or adults are the focus of the activity	Waterford helps children build persistence by allowing them to click “Repeat” to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
i. Work on a task that extends over a period of time	Engaging activities in Waterford hold children’s attention and build persistence by allowing them to click “Repeat” to hear instructions again and by providing visual clues when children need extra assistance to finish a task.
REFLECTION AND INTERPRETATION	
<i>Standard 4.4: Children develop skills in thinking about their learning in order to inform future decisions.</i>	
h. Work out a problem or a challenge mentally	<ul style="list-style-type: none"> • Song: Problem Solving • Book: Milton’s Mittens • Story Problems • Story Problem Strategies
i. Use a variety of methods to express thoughts and feelings	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To?
REASONING AND REPRESENTATIONAL THOUGHT	
<i>Standard 4.5: Children develop skills in causation, critical and analytical thinking, problem solving, and representational thought.</i>	
h. Notice and describe how items are the same or different	<ul style="list-style-type: none"> • Song: Same and Different • Make Comparisons • Match
i. Explain the effects that actions might have upon objects	<ul style="list-style-type: none"> • Songs: The Scientific Method; Water; Plants Are Growing; Food From Plants • Science Investigation • Water • Sun

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
CREATIVE ARTS	
CREATIVE MOVEMENT AND DANCE	
<i>Standard 4.6: Children produce rhythmic movements spontaneously and in imitation, with growing technical and artistic abilities.</i>	
h. Participate in guided movement activities	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This
i. Watch dance and creative movement performances with attention	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody
DRAMA	
<i>Standard 4.7: Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies.</i>	
g. Engage in cooperative peer play in which there is a shared purpose	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot Basket
h. Create and direct complex scenarios based on individual and group ideas or past experiences	<ul style="list-style-type: none"> • Pretend Play
MUSIC	
<i>Standard 4.8: Children engage in a variety of musical or rhythmic activities with growing skills for a variety of purposes, including enjoyment, self-expression, and creativity.</i>	
i. Imitate and produce rhythmic patterns to familiar songs	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby's Ballet • Mama's Melody
j. Use conventional symbols to represent musical notes or invent symbols to represent sounds	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.
VISUAL ARTS	
<i>Standard 4.9: Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.</i>	
i. Express feelings, ideas, and concepts about art	<ul style="list-style-type: none"> • Squirrel's Sketches
j. Create and appreciate works of art representing cultural lifestyles	Waterford encourages everyone to have writing and art materials available for children's creations.

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
MATHEMATICS AND NUMERACY	
NUMBER SENSE AND OPERATIONS	
<i>Standard 4.10: Children develop the ability to think and work with numbers to understand their uses, and describe numerical relationships through structured and everyday experiences.</i>	
g. Match numerals with the correct amount of objects	<ul style="list-style-type: none"> • One-to-one Correspondence • Number Books • Number Instruction • Number Recognition and Sense • Counting Songs • Number Counting • Counting Puzzles • Match Numbers • Bug Fun • Make and Count Groups
h. Set up simple addition and subtraction problems	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • Number Counting • Number Instruction • Number Recognition and Sense • Act Out Addition • Act Out Subtraction • Add Groups • Subtract Groups
MEASUREMENT	
<i>Standard 4.11: Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.</i>	
h. Estimate measurement characteristics of familiar objects or events	<ul style="list-style-type: none"> • Song: Measuring Plants • Book: How Long Is a Minute? • Length • Capacity
i. Measure length by laying units end to end	<ul style="list-style-type: none"> • Song: Measuring Plants • Length
DATA ANALYSIS	
<i>Standard 4.12: Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.</i>	
d. Convey the concepts and use correct terms associated with classification and comparison	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Greater Than, Less Than; More Than, Fewer Than • Books: Buttons, Buttons; For the Birds • Sort • Make Comparisons • Greater Than, Less Than • More Than, Fewer Than
e. Identify how items in a group are similar	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry • Book: Buttons, Buttons • Make Comparisons • Similar Figures

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
ALGEBRAIC THINKING	
<i>Standard 4.13: Children learn to identify, describe, produce, and create patterns using mathematical language and materials.</i>	
f. Reproduce simple patterns of sound and movement	<ul style="list-style-type: none"> • Song: Train Stations Patterns • Soup’s On! • Sing a Rhyme Songs/Books (See titles at end of document.)
g. Describe a sequence of events	<ul style="list-style-type: none"> • Book: That’s What I Like: A Book About Seasons • Spring • Summer • Fall • Winter • First, Next, and Last • What Comes Next?
GEOMETRY AND SPATIAL REASONING	
<i>Standard 4.14: Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within the physical environment.</i>	
g. Demonstrate an understanding of size and shape relationships	<ul style="list-style-type: none"> • Song: Savanna Size; Large, Larger, Largest • Symmetry • Congruence • Similar Figures • Size • Order Size • Big and Little • Heavy and Light • Tall and Short
h. Experiment with mapping skills	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
SCIENCE	
SCIENTIFIC THINKING AND USE OF THE SCIENTIFIC METHOD	
<i>Standard 4.15: As children seek to understand their environment and test new knowledge, they engage in scientific investigations using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations.</i>	
g. Develop procedures and thinking skills for investigating the world, solving problems, and making decisions	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System
h. Formulate answers to own questions using the scientific method	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
LIFE SCIENCE	
<i>Standard 4.16: Children develop understanding of and compassion for living things.</i>	
h. Observe and describe plants, insects, and animals as they go through predictable life cycles	<ul style="list-style-type: none"> • Songs: Living and Nonliving, Plants Are Growing, Food From Plants, Measuring Plants, Plant or Animal, Vertebrates, Birds, Fish, Invertebrates • Make Comparisons • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates • Plants
i. Investigate, describe, and compare the characteristics that differentiate living from non-living things	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving
PHYSICAL SCIENCE	
<i>Standard 4.17: Children develop an understanding of the physical world (the nature and properties of energy, non-living matter, and the forces that give order to the natural world).</i>	
i. Plan and carry out investigations on the behavior of moving things	<ul style="list-style-type: none"> • Songs: The Scientific Method; Push and Pull • Science Investigation • Science Tools • Push and Pull • Magnets
j. Use vocabulary that demonstrates a basic understanding of scientific principles related to the physical world	<ul style="list-style-type: none"> • Song: Matter • Book: Pancakes Matter • States of Water
EARTH AND SPACE	
<i>Standard 4.18: Children develop an understanding of the earth and planets.</i>	
k. Classify objects by attributes or characteristics	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
l. Make observations of the moon, sun, clouds, and sky, and record them over time	<ul style="list-style-type: none"> • Songs: Sun Blues; Precipitation; The Moon • Book: Star Pictures • Sun • Moon • Clouds • Constellations • Calendar/Graph Weather

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
ENGINEERING	
<i>Standard 4.19: Children develop an understanding of the processes that assist people in designing and building.</i>	
g. Use a formalized design process of investigation, invention, implementation, and evaluation with guidance	<ul style="list-style-type: none"> • Song: Inventing • Book: Inventions All Around
h. Use a formalized design process of investigation, invention, implementation, and evaluation independently	<ul style="list-style-type: none"> • Song: Inventing • Book: Inventions All Around
SOCIAL STUDIES	
TIME (HISTORY)	
<i>Standard 4.20: Children develop an understanding of the concept of time, including past, present, and future as they are able to recognize recurring experiences that are part of the daily routine.</i>	
h. Demonstrate an awareness of the past	<ul style="list-style-type: none"> • Books: The Watermelon Seed; The Brothers; The Birds, The Beasts, and the Bat
i. Use correct vocabulary for days of the week and names of the months, although not always correctly or in conventional order	<ul style="list-style-type: none"> • Songs: Days of the Week; Months of the Year • Book: Days of the Week (Lowercase d song)
PLACES, REGIONS, AND SPATIAL AWARENESS (GEOGRAPHY)	
<i>Standard 4.21: Children develop an understanding that each place has its own unique characteristics. Children develop an understanding of how they are affected by—and the effect that they can have upon—the world around them.</i>	
g. Identify where he or she lives	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
h. Use a simple map	Each Sing Around the World song begins with a picture of a world map. The narrator introduces the song and pronounces the name of the country as its location is highlighted and its flag is displayed.
THE PHYSICAL WORLD (ECOLOGY)	
<i>Standard 4.22: Children become mindful of their environment and their interdependence on the natural world; they learn how to care for the environment and why it is important.</i>	
i. Identify and describe natural features in the environment, and how natural resources are used	<ul style="list-style-type: none"> • Oceans • Deserts • Mountains • Rainforests • Water
j. Exhibit simple conservation behaviors	<ul style="list-style-type: none"> • Song: Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth
TECHNOLOGY	
<i>Standard 4.23: Children become aware of technological tools and explore and learn to use these resources in a developmentally appropriate manner.</i>	
g. Demonstrate appropriate use and care of technological tools	While interacting with Waterford Early Learning, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor) and learn to use them properly.
h. Use technology as a tool for learning new information	<ul style="list-style-type: none"> • Print Directionality Introduction



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

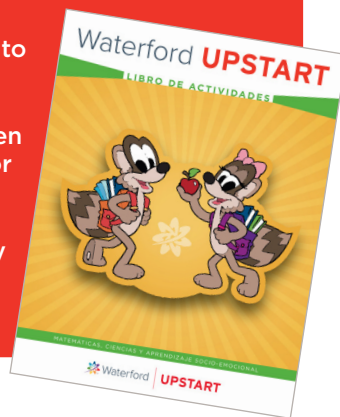
FAMILY ENGAGEMENT RESOURCES

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.