



CURRICULUM *Correlation*

*Waterford
UPSTART*

100%

*New Hampshire
Early Learning
Standards 2016*

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NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL AND EMOTIONAL DEVELOPMENT	
SELF-CONCEPT AND SOCIAL IDENTITY	
SELF-ESTEEM	
Continue to seek adult attention and recognition of what they know and can do	<ul style="list-style-type: none"> • Book: Grandpa's Great Athlete • Squirrel's Sketches • Mama's Melody
Boast about what they know and can do (E.g. Quinn says, "I am really good at drawing rainbows.")	<ul style="list-style-type: none"> • Books: Play Ball; Grandpa's Great Athlete
SELF-CONFIDENCE	
Are confident, self-directed, purposeful and inventive in play	<ul style="list-style-type: none"> • Squirrel's Sketches • Mama's Melody • Soup's On! • Perfect Present
SOCIAL IDENTITY	
Notice differences and make comparisons between their physical characteristics and others' and the way things are done in different settings (E.g. Consuela says "My abuela talks Spanish and my grandma talks English.")	<ul style="list-style-type: none"> • Song: Tortillas, Tortillas • Book: Mine
Express or describe their own characteristics and preferences (E.g. Jacob only chooses brown sweatpants when clothes shopping with his mother.)	<ul style="list-style-type: none"> • Books: Ooey, Goopy Mud; I Hate Peas; Lumpy Mush; Mine; Jose Three; Bad News Shoes
ATTACHMENT	
RELATIONSHIPS WITH PRIMARY CAREGIVERS AND LESS FAMILIAR ADULTS	
Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar adults	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Seek adult help when needed for emotional support, physical assistance, social interaction, and approval	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Imitate familiar adults in culturally appropriate ways in everyday situations	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
SOCIAL COMPETENCE	
RELATIONSHIPS AND SOCIAL SKILLS WITH PEERS	
Approach others with expectations of positive interactions	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Build skills needed to participate successfully as a member of a group, such as taking turns.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Sustain interaction by cooperating, helping, sharing, and expressing interest, though they may need adult guidance	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Develop friendships, sometimes based on shared interests or characteristics	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
RECOGNITION AND UNDERSTANDING OF OTHERS' FEELINGS	
Begin to understand the reasons for others' emotions and respond appropriately (E.g. Audrey says to a friend who is upset over not getting the toy she wanted during play, "You'll get to play with it next time.")	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Papa's Thumb • Lost Keys
BEHAVIORAL REGULATION	
Begin to be able to stop undesirable behaviors on their own or with a gentle reminder (E.g. Xavier starts to grab Zach's car, but stops himself and asks, "Can I use that when you're done?")	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."
EMOTIONAL COMPETENCE	
EMOTIONAL EXPRESSION	
Demonstrate increasing competencies in recognizing and describing their own emotions	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Explore emotions in various ways (through play, art, music, and dance)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
EMOTIONAL REGULATIONS	
May still have difficulty regulating strong emotions	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."
Increasingly use words instead of actions to express their emotions	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Soup's On!
LANGUAGE DEVELOPMENT AND EMERGENT LITERACY	
LISTENING COMPREHENSION	
RECEPTIVE VERBAL COMMUNICATION	
Listen with understanding to stories, directions, and conversations	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
Follow instructions that include a two or three step sequence of actions such as setting up a game or following a recipe	Children interacting with Waterfordare constantly listening to input, and responding with choices, often following multi-step directions.
NON-VERBAL COMMUNICATION	
NON-VERBAL COMMUNICATION	
Understand non-verbal cues	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Communicate needs, wants, or thoughts using nonverbal gestures, actions, or expressions (E.g. 5-year-old Devin points to the block area when he is asked what he wants to do next.)	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
COMMUNICATION CONCEPTS	
PRAGMATICS AND SOCIAL LANGUAGE	
Use language according to rules appropriate for the cultural context (may need adult help in recognizing appropriate cultural context) (E.g. 4-year-old Savannah asks her peer, “Can I please have the purple crayon?”)	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
With adult support, can take turns in conversations and group discussions	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.
VERBAL EXPRESSIONS	
VOCABULARY DEVELOPMENT	
Use increasingly complex and varied vocabulary and language	<ul style="list-style-type: none"> Vocabulary Introduction
Use words and phrases learned through conversations and being read to (E.g. 4-year-old Hazel says, “The end”, when she finishes her snack.)	All Activities in Waterford provide opportunities for students to use words and phrases acquired through conversation. Activities enable students to read and be read to and to respond to texts.
EXPRESSIVE LANGUAGE OR SPEAKING, AND MEANING AND LINGUISTIC CONCEPTS	
Speak clearly enough to be understood	Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.
Use language for a variety of purposes, including communicating information (E.g. 5-year-old Sean shows his friends his new race car and they ask him questions about it and tell him stories about theirs.)	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate grammar and conversation rules as characters develop ideas and communicate in complete sentences.
Ask questions and initiate and respond in conversations 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, ask and answer relevant questions, and communicate in complete sentences.
Tell stories with multiple characters and events	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
EMERGENT READING	
PARTICIPATION IN LANGUAGE AND LITERACY ACTIVITIES	
Learn new information from books being read to them	Activities in Waterford provide opportunities for students to read and be read to and to respond to texts.
Ask for a story to be read and respond to stories told or read aloud	<ul style="list-style-type: none"> Read with Me Books Read-Along Books Sing a Rhyme Songs/Books (See titles at end of document.)
Respond to adult questions about a book or story	<ul style="list-style-type: none"> Find an Answer Sum Up, Five Ws

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
PARTICIPATION IN LANGUAGE AND LITERACY ACTIVITIES <i>continued</i>	
Ask questions about a book or story	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
Make connections between a book or story to personal experiences (E.g. Irena points to a picture of a dog and says, “I have a dog like this, only bigger and my dog never chews shoes”.)	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
NARRATIVE AND STORY SENSE	
Guess what will happen next in a story using pictures as a guide	<ul style="list-style-type: none"> • Peek at the Story • What Comes Next? • Picture Clues
Tell their own stories	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
COMPREHENSION AND INTERPRETATION	
Represent stories told or read aloud through a variety of media or in play	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Use their own words to retell a simple familiar story while looking at a book	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
Retell information from a book (E.g. 5 year old Mac tells his Papa that Tyrannosaurus Rex runs as fast as a horse.)	<ul style="list-style-type: none"> • Read With Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
INTEREST IN AND APPRECIATION OF READING	
Select favorite books, authors, or illustrators	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
Request or respond to informational books on favorite topics	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.)
PHONOLOGICAL AWARENESS (WHICH REFERS TO UNDERSTANDING THE SOUND STRUCTURE OF LANGUAGE SUCH AS SOUNDS, RHYMES, SYLLABLES, AND WORDS)	
Listen to and recognize different sounds in rhymes, songs, and familiar words (E.g. When the teacher sings, “Willaby wallaby Wecca an elephant sat on...”, Becca shouts, “Becca!”)	<ul style="list-style-type: none"> • Rhyming Words Song • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
PHONOLOGICAL AWARENESS (WHICH REFERS TO UNDERSTANDING THE SOUND STRUCTURE OF LANGUAGE SUCH AS SOUNDS, RHYMES, SYLLABLES, AND WORDS) <i>continued</i>	
Play with sounds of spoken language including letter sounds, rhymes, and words (E.g. Ray says, “My name rhymes with play.”)	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel’s Sound Song • Letter Sound • Sound Room • Choose a Sound • Rhyming Words Song • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme
Can distinguish the beginning sounds of some words	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound
BOOK AWARENESS	
Identify parts of books such as cover, first page, and title	<ul style="list-style-type: none"> • Print Directionality Introduction
Understand that print carries a message	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Words Tell About the Pictures
EMERGENT WRITING	
PRINT AND ALPHABET AWARENESS	
Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children’s names on their cubbies. She exclaims, “Hey, Autumn starts the same as me!”)	<ul style="list-style-type: none"> • ABC Songs • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Hidden Pictures • Letter Pictures • Find the Letter • Name That Letter
Begin to associate sounds with words or letters	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel’s Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where Is the Sound?
Understand that specific symbols are used to communicate in writing	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing • Distinguish Letters (Alphabet Introduction) • Dots, Lines, and Circles

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
INTEREST IN AND EMERGENT WRITING	
Understand that writing is a way of communicating	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letter Picture Writing
Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing
Engage in writing using letter-like symbols to make letters or words	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing
Begin to copy or write their own name	<ul style="list-style-type: none"> • What's Your Name? • Letter Picture Writing
COGNITIVE DEVELOPMENT—EARLY NUMERACY	
NUMBER OPERATIONS	
CONCEPT OF NUMBER, QUANTITY, WAYS OF REPRESENTING NUMBERS, ONE-TO-ONE CORRESPONDENCE, AND COUNTING	
Identify by sight how many are in a small group of up to 3 items	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits
Demonstrate understanding of one-to-one correspondence	<ul style="list-style-type: none"> • One-to-One Correspondence • Make and Count Groups • Number Counting • Number Instruction
Recognize that the last number used in counting is the same as the total (E.g. Leila counts four cars and when the teacher asks her, "How many cars do you have?" she answers, "Four.")	<ul style="list-style-type: none"> • One-to-One Correspondence • Make and Count Groups • Number Counting • Number Instruction
Count objects in two different collections (up to ten in each) to determine which is the larger one	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Greater Than, Less Than • Make and Count Groups
Can answer the question "What comes after..." a number without having to recount (E.g. When asked, "What comes after five," Sawyer says, "Six," without having to count up from one.)	<ul style="list-style-type: none"> • Song: Counting On • Count On • Number Chart
Change small collections of objects by combining or removing objects and then counting to determine how many they have (E.g. Avery counts out three blocks, then adds two more, and counts all of the blocks and says, "I have five blocks.")	<ul style="list-style-type: none"> • Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction
Begin to recognize and attempt to write numerals up to 10	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
GEOMETRY AND SPATIAL SENSE	
SHAPES AND THEIR ATTRIBUTES, POSITION, COMPARING AND CONTRASTING TWO OR MORE OBJECTS, AND DISTANCE	
Use words that show understanding of order and position of objects	<ul style="list-style-type: none"> • Songs: Positioning; Kites; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Over, Under, Above, Below • Inside, Outside, Between • Over, Under, and Through • Above, Below, Next to, On • First, Middle, Last • First, Next, and Last
Identify and name common shapes	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • World Shapes
Describes basic features of shapes (E.g. Finnley says, “This triangle has three sides and this square has four sides.”)	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • World Shapes
Compare the shape of two objects (E.g. Reanna draws two round shapes and says, “This one is an oval and this one is a circle.”)	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • World Shapes
MEASUREMENT	
SIZE, VOLUME, QUANTITY, AND OTHER MEASURABLE QUANTITIES, AND THE TOOLS TO MEASURE THEM	
Recognize that objects can be measured by height, length, weight, and volume (E.g. Palo makes a stack of Unifix cubes next to his friend and says, “You’re 40 cubes tall.”)	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity
Make comparison such as bigger or smaller between two groups of objects	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Make Comparisons • Capacity • Length • Big and Little • Tall and Short • Heavy and Light • Size • Match • Make and Count Groups

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
SIZE, VOLUME, QUANTITY, AND OTHER MEASURABLE QUANTITIES, AND THE TOOLS TO MEASURE THEM <i>continued</i>	
Recognize that time is measured in units (E.g. John asks how many more minutes he can stay outside.)	<ul style="list-style-type: none"> • Book: How Long Is a Minute? • Tell Time
PATTERNS AND RELATIONSHIPS	
RECOGNIZING OR CREATING PLANNED OR RANDOM REPETITIONS, AND COMPARISONS	
Order or sequence several objects based on one characteristic	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Capacity • Length • Order Size • Big and Little • Tall and Short • Heavy and Light • Size
Begin creating simple patterns with familiar objects (E.g. Max places the blocks in rows of long, short, long, short, etc.)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC
DATA COLLECTION AND ANALYSIS	
GATHERING, ORGANIZING, AND ANALYZING INFORMATION, DRAWING CONCLUSIONS TO MAKE SENSE OF THE WORLD	
Sort objects and count and compare the groups formed (E.g. Carlo says, “There are 3 brown teddy bears and 4 black teddy bears.”)	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Make and Count Groups
Organize and represent information visually, with adult support (E.g. The teacher helps the preschoolers create a picture graph showing the numbers of children who walked to school or rode in a car.)	<ul style="list-style-type: none"> • Books: Milton’s Mittens; One More Cat • Calendar/Graph Weather
TIME SEQUENCE	
CONCEPT OF TIME AS IT RELATES TO DAILY ROUTINES, AND SEQUENCING OF EVENTS	
Begin to differentiate between yesterday, today, and tomorrow	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow
COGNITIVE DEVELOPMENT—SCIENCE AND SOCIAL STUDIES	
KEY CONCEPTS	
OBJECT PERMANENCE AND REPRESENTATIONAL/SYMBOLIC THOUGHT	
Talk about things or people that are not present	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Use a variety of forms (drawings, block structures, movement, and other materials) to represent their ideas and feelings	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
EXPLORING THE PHYSICAL WORLD	
PHYSICAL SCIENCE, LIFE SCIENCE, EARTH AND SPACE SCIENCE, AND ENVIRONMENTAL SCIENCE	
Begin to identify the properties of various living things and what living things need to be able to survive	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Water; Food From Plants • Book: Everybody Needs to Eat • Living or Nonliving • Food From Plants
Begin to talk about environmental changes and phenomena (weather, seasons, sun, and moon)	<ul style="list-style-type: none"> • Songs: Precipitation; Seasons; Sun Blues; The Moon • Books: That's What I Like: A Book About Seasons; Whatever the Weather; What is a Cloud? • Weather • Spring • Summer • Fall • Winter • Sun • Moon • Clouds • Constellations
Show interest in caring for the earth and environment	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation; I Am Part of All I See • Pollution and Recycling • Care of Earth • Care of Water
Explore simple physical science concepts such as force, motion, and gravity (E.g. Three children in the preschool room build an elaborate structure with blocks and ramps and then run different marbles through it to see which is the fastest.)	<ul style="list-style-type: none"> • Songs: Push and Pull; Gravity • Book: Mr. Mario's Neighborhood • Push and Pull
EXPLORING THE SOCIAL WORLD	
SOCIAL CONVENTIONS (RULES AND EXPECTATION, AUTHORITY AND GOVERNANCE)	
Show interest in caring for the classroom environment	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Participate in developing classroom rules	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Practice culturally appropriate social conventions (E.g. Satori uses chopsticks when eating meals at home.)	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
With guidance from adults, can engage in problem-solving to resolve difference in perspectives	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
SELF, FAMILY, AND COMMUNITY (CULTURE, ETHICAL AND HUMAN ISSUES)	
Know basic personal information	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Are aware of own family relationships and show curiosity about others’ families	<ul style="list-style-type: none"> • Come Inside • My Family
Notice similarities and differences in people, families, and social groups	<ul style="list-style-type: none"> • Song: Same and Different • My Family
Recognize some people, places, and occupations in their communities	<ul style="list-style-type: none"> • Book: Follow the Apples
Act out family roles and occupations in dramatic play	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Show interest in issues of friendship and fairness	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
COGNITIVE DEVELOPMENT—APPROACHES TO LEARNING	
INQUIRY AND EXPLORATION	
CONJECTURE, SCIENTIFIC INQUIRY PROCESS, CURIOSITY, AND SENSORY EXPLORATION	
Observe, wonder, and/or ask questions, make guesses, and explore hypotheses	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation
Use senses and tools/technology to aid in investigation	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Science Tools • Sight • Hearing • Touch • Smell • Taste
CAUSE AND EFFECT	
Sometimes use magical thinking, showing misunderstanding of cause and effect (E.g. Zeke puts his snow pants by the front door, believing that this will make it snow overnight.)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Continue to experiment with cause and effect	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation
Engage in repeated actions to make something happen (E.g. Dannie notices that Marie buttons her own coat, so Dannie tries several methods before succeeding in buttoning her own coat.)	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.

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
REASONING AND PROBLEM SOLVING	
THEORIES ABOUT THE WORLD AND HOW THINGS WORK, REFLECTION, CRITICAL THINKING, AND TRIAL AND ERROR	
Talk about own ideas, predictions, and plans, building on prior experiences either self-initiated or guided by adults	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Can figure out more than one solution to a problem if the first one doesn’t work (E.g. In trying to get a ball down from the tree, Marlow first throws a shoe to get it down and when that doesn’t work, gets a rake to try to poke it down.)	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
COOPERATIVE LEARNING	
COOPERATIVE LEARNING	
Work with others to plan or problem solve toward a shared goal and can describe the reasons for their shared decisions (E.g. Aaron, Chuck, and Jill make a complex track for a train and discuss how sharp curves make trains derail.)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
PLAY	
IMITATION, RISK TAKING, EXPERIMENTATION, SPONTANEOUS LEARNING, AND PLAY WITH OTHERS	
Co-create elaborate pretend play with other children, including scenarios with multiple roles, ideas, and co-negotiated rules	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Engage in pretend play with others to explore and understand life experience and roles	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Create sophisticated structures alone and with others, using various constructive materials, sometimes used in pretend play	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
SENSE OF DELIGHT AND HUMOR	
Show delight in all aspects of play from planning to describing the experience	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
May play with language including “bathroom” words	<ul style="list-style-type: none"> • Rhyming Words Song
Begin to understand simple jokes	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
May share physical humor with one another	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
CREATIVITY, IMAGINATION, AND INVENTIVENESS	
Tell elaborate stories of their own invention or add details to stories	<ul style="list-style-type: none"> • Step Into the Story
Create games that continue to evolve as they plan	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Pretend to be characters from stories, books, television shows, movies, or their own invention	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
EXECUTIVE FUNCTION	
ADAPTABILITY OF THOUGHT PROCESSES, PLANNING, AND INTENTIONALITY	
Begin to show ability to adapt their plans when they can't follow through with their original idea	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Can adapt their plan to include other children with adult guidance	<ul style="list-style-type: none"> • Marmot Basket • Dinner Time
Can engage in increasingly complex planning (E.g. The 4-year-olds create very complex rules for the game they are playing on the playground.)	<ul style="list-style-type: none"> • Perfect Present • Party Time
May ask for help on own or with teacher prompting or seek more information when needed	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
WORKING MEMORY AND FOCUS AND ATTENTION	
Pay attention to and remember details	<ul style="list-style-type: none"> • Look at Details • Memorization Skills
Keep track of more than one thing at a time	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Stay focused for longer period of time on activities that interest them and return to those activities	Engaging Activities in Waterford hold children's attention as they concentrate on each task.
MOTIVATION, INITIATIVE, AND PERSISTENCE	
Demonstrate a desire to please adults and may seek adult attention (E.g. 4-year-old Zara yells "Watch me! Watch me!" as she walks across the balance beam.)	<ul style="list-style-type: none"> • Find Me! • Where's Papa? • Soup's On!
Take the initiative carrying out their own plans and persist until the goal is achieved	<ul style="list-style-type: none"> • Perfect Present • Party Time
May get frustrated if they cannot carry out their goals to the level of mastery they desire	Waterford helps children learn to manage frustration by providing extra assistance to finish tasks. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
SYMBOLIC REPRESENTATION	
REPRESENTATIONAL PROCESS	
Use objects to represent other objects in their pretend play (E.g. Hadley and Kayla build an elaborate castle using couch cushions and blankets.)	<ul style="list-style-type: none"> • Soup's On!
Understand that symbols on pictographs and bar graphs indicate quantity (E.g. Chethan puts a sticker on the class graph to show that he has a cat at home and remarks, "More children have a dog at home than a cat.")	<ul style="list-style-type: none"> • Books: Milton's Mittens; One More Cat • Calendar/Graph Weather

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
PHYSICAL DEVELOPMENT AND HEALTH	
BODY AWARENESS AND CONTROL	
SPATIAL AWARENESS, DEVELOPMENT OF THE SENSES, ORIENTATION TO STIMULI, SENSORY INTEGRATION, PHYSICAL FITNESS, KNOWLEDGE FOR PARTICIPATION IN PHYSICAL EDUCATION	
Participate in a variety of physical activities to enhance personal health and physical fitness	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop and enhance physical fitness.
Continue to develop their ability to move their body in space and control their bodily movements (E.g. Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.)	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop gross motor skills.
Increasingly use eye-hand coordination to perform a variety of tasks	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination. Children also must practice writing letters and words.
LARGE MUSCLE DEVELOPMENT AND COORDINATION	
GROSS MOTOR SKILLS	
Continue to develop large muscle control and coordination to play more complex games and/or perform more controlled actions (E.g. Juanita, 5 years old, tosses a stone on the hopscotch game, hops on one foot through two squares and then jumps on two feet to complete the game.)	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop gross motor skills.
Increase their strength, balance, flexibility, and stamina	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop gross motor skills.
Use a variety of materials and equipment in gross motor activities	Waterford UPSTART families receive weekly emails that include suggestions and activities to help their children develop gross motor skills.
SMALL MUSCLE DEVELOPMENT AND COORDINATION	
FINE MOTOR SKILLS	
Continue to develop small muscle control and coordination (E.g. 4-year-old Emily uses her index finger and her thumb to form the clay into animal like shapes.)	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
Demonstrate greater dexterity with a variety of tools such as eating utensils, crayons, keyboards, paint brushes, and scissors	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
NUTRITION	
NUTRITION	
Recognize and eat a variety of nutritious foods	<ul style="list-style-type: none"> • Song: Health • Healthy Food
When asked, are able to name nutritious alternatives	<ul style="list-style-type: none"> • Song: Health • Healthy Food

NEW HAMPSHIRE STANDARDS	WATERFORD DIGITAL RESOURCES
BASIC SAFETY	
BASIC SAFETY	
Follow basic health and safety rules with some reminders and/or guidance from adults (E.g. 5-year-old Miles stops at the curb while on a walk with his mother. He looks both ways, holds his mom’s hand, and then crosses the street at the crosswalk.)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
SELF-CARE	
SELF-CARE	
Demonstrate increasing independence with basic health care skills, if culturally appropriate (E.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and water.)	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs
CREATIVE EXPRESSION AND AESTHETIC APPRECIATION	
EXPLORATION AND CREATION OF ARTISTIC WORKS	
INVENTION AND IMAGINATION	
Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
CURIOSITY AND INTEREST	
Show interest in learning new skills related to art, music, dance, and drama (E.g. Doug asks his teacher to show him how to play more chords on the guitar.)	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches
Participate in experiences in art, music, creative movement, drama, and dance	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches
CONFIDENCE	
Display or perform for others and/or talk about what they have made or done	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Party Time
Show an interest in participating in group performances, but may become anxious and choose not to participate	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
APPRECIATION OF AND RESPONSE TO THE CREATIONS OF OTHERS AND THE NATURAL WORLD	
AWARENESS AND ATTENTION	
Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches
SENSE OF JOY AND WONDER	
Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches



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

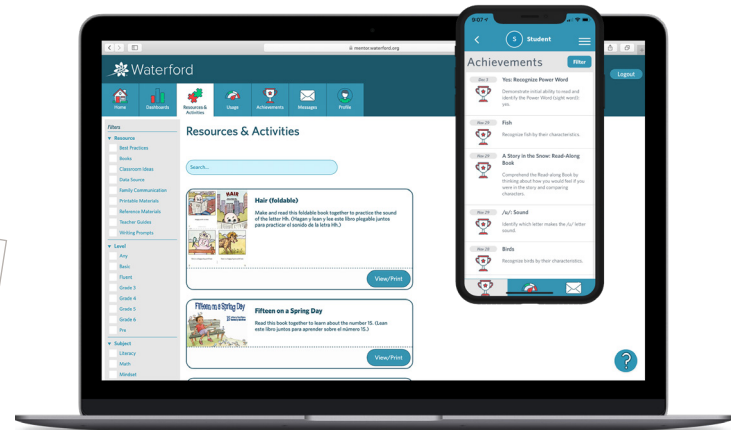
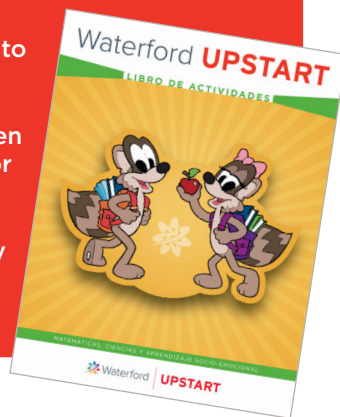
FAMILY ENGAGEMENT RESOURCES

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.