



CURRICULUM *Correlation*

*Waterford
UPSTART*

100%

*Oregon's Early
Learning and
Kindergarten
Guidelines 2016*

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OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
APPROACHES TO LEARNING	
EMOTIONAL AND BEHAVIORAL SELF-REGULATION	
Goal 1: Child manages emotions with increasing independence.	
Expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs.	<ul style="list-style-type: none"> • Soup's On! • Lost and Found • Find Me! • Where's Papa?
Often looks for adult assistance when emotions are most intense.	<ul style="list-style-type: none"> • Lost Dinosaur • Lost and Found • It's Not Fair!
With the support of an adult, uses a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.	<ul style="list-style-type: none"> • Lost Dinosaur • Lost Keys
Goal 2: Child follows rules and routines with increasing independence.	
Often demonstrates awareness of established rules, when asked, and is able to follow these rules most of the time.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Follows most routines, such as putting away their backpack when entering the room or sitting on the rug after outside time.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Responds to signals when transitioning from one activity to another.	When the student's session time has expired, a pop-up displays with a character holding a stop sign. The signal is accompanied by the spoken message "Your turn is finished. You've done a good job."
Goal 3: Child appropriately handles and takes care of materials.	
Often handles materials appropriately during activities.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
With minimal adult support, cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Goal 4: Child manages actions, words, and behavior with increasing independence.	
Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child or frustration over not being able to climb to the top of a structure. May need support from an adult.	<ul style="list-style-type: none"> • Lost Dinosaur • Lost and Found • It's Not Fair!
Often manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Often waits for their turn, such as waiting in line to wash their hands or waiting for their turn on a swing.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 4: Child manages actions, words, and behavior with increasing independence <i>continued</i>.	
Often refrains from aggressive behavior towards others.	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."
Begins to understand the consequences of behavior, such as spilling water on the floor means you will have to clean it up. Can describe the effects their behavior may have on others, such as noticing that another child.	<ul style="list-style-type: none"> • Do I Have To? • Baby's Ball • Broken Lamp
COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)	
Goal 1: Child demonstrates an increasing ability to control impulses.	
With adult guidance and support, stops an engaging activity to transition to another less desirable activity.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Sometimes delays having desires met, such as agreeing to wait their turn to start an activity.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Without adult reminders, waits to communicate information to a group.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.
Sometimes refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.	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."
Goal 2: Child maintains focus and sustains attention with minimal trusted adult support.	
Frequently maintains focus on activities for extended periods of time, such as 15 minutes or more.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
Often engages in purposeful play for extended periods of time.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
With minimal support, attends to an adult during large- and small-group activities.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Goal 3: Child persists in tasks.	
With encouragement from an adult, expresses the desire to take on challenges through verbal or nonverbal means.	Personalized instruction enables students to progress through the sequence at their own pace, offering more challenging activities when they are ready.
Shows some understanding that mistakes can provide information to learn from.	<ul style="list-style-type: none"> • Broken Lamp • Baby's Ball
Sometimes completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child.	Waterford helps children build persistence by providing support when children need extra assistance to finish a task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Sometimes returns with focus to an activity or project after having been away from it.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 4: Child holds information in mind and manipulates it to perform tasks.	
Often accurately recounts recent experiences in the correct order and includes relevant details.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
Often successfully follows detailed, multistep directions, sometimes with reminders.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
Often remembers actions to go with stories or songs shortly after being taught.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
Goal 5: Child demonstrates flexibility in thinking and learning.	
Tries different strategies to complete work or solve problems, including problems with other children.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Often applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
Often transitions between activities without getting upset.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
INITIATIVE AND CURIOSITY	
Goal 1: Child demonstrates initiative and independence.	
Often engages in independent activities.	Waterford’s Central Park character, Squirrel, demonstrates making independent choices in the social-emotional series that models positive, pro-social behaviors.
Makes choices and usually communicates these to adults and other children.	Waterford’s Central Park character, Squirrel, demonstrates making independent choices in the social-emotional series that models positive, pro-social behaviors.
Usually independently identifies and seeks supplies to complete activities, such as gathering art supplies to make a mask or gathering cards to play a matching activity.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating scenarios to be enacted.	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
Goal 2: Child shows interest in and curiosity about the world around them.	
Often expresses the belief that they can develop new skills, interests, and talents.	<ul style="list-style-type: none"> Books: Grandpa’s Great Athlete; Play Ball
With prompting from adult, asks questions and seeks new information.	<ul style="list-style-type: none"> Science Investigation
Often is willing to participate in new activities or experiences even if they are perceived as challenging.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright
Often demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation

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CREATIVITY	
Goal 1: Child expresses creativity in thinking and communication.	
Occasionally asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
With and without prompting from an adult, approaches tasks, activities, and play in ways that show creative problem solving.	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
With and without prompting from an adult, uses multiple means of communication to creatively express thoughts, feelings, or ideas.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Baby’s Ballet • Musical Mayhem • Party Time
Goal 2: Child uses imagination in play and interactions with others.	
Engages in social and pretend play.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Where’s Papa? • Find Me!
Often uses imagination with materials to create stories or works of art.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Often uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	<ul style="list-style-type: none"> • Soup’s On! • Perfect Present
SOCIAL-EMOTIONAL DEVELOPMENT	
SENSES OF IDENTITY AND BELONGING	
Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests	
Describes self using several different characteristics	<ul style="list-style-type: none"> • Books: Mine; Jose Three; Grandpa’s Great Athlete
Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, language(s) spoken, or culture.	<ul style="list-style-type: none"> • Books: Mine; Jose Three; Play Ball; Grandpa’s Great Athlete; Ooey, Gooey Mud; I Hate Peas; Lumpy Mush
Begins to demonstrate understanding that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.	<ul style="list-style-type: none"> • Books: Play Ball; Milton’s Mittens; I Can’t Wait; The Little Red Hen
Goal 2: Child expresses confidence in own skills and positive feelings about self.	
Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	<ul style="list-style-type: none"> • Perfect Present • Party Time!
Expresses own ideas or beliefs in group contexts or in interactions with others.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
Uses descriptive words to define self that are acceptable within the child’s culture.	<ul style="list-style-type: none"> • Books: Mine; Jose Three

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Goal 3: Child has a sense of belonging to family, community, and other groups.	
Identifies self as being a part of different groups, such as family, community, team, organization, culture, faith, or preschool.	<ul style="list-style-type: none"> • Come Inside • My Family • My Name Is Squirrel • Clubhouse
Sometimes relates personal stories about being a part of different groups.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Identifies similarities and differences about self across familiar environments and settings.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
EMOTIONAL FUNCTIONING	
Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others.	
Recognizes and labels basic emotions in books, photographs, or other media images.	<ul style="list-style-type: none"> • Clubhouse • Soup’s On! • Where’s Papa? • Boo Hoo Baby • Noisy Children • It’s Not Fair! • My Family
Uses at least 3–5 words or gestures to describe own feelings, such as happy, sad, mad, or surprised.	<ul style="list-style-type: none"> • Soup’s On! • Squirrel’s Sketches • Do I Have To? • It’s Not Fair • Lost and Found • Broken Vase • Papa’s Thumb • Where’s Papa?
Uses at least 3–5 words or gestures to describe the feelings of adults or other children.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Lost Keys • Papa’s Thumb • Broken Vase • Noisy Children
Goal 2: Child expresses care and concern toward others.	
Sometimes makes empathetic statements or gestures to adults or other children	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Musical Mayhem
Offers support to adults or other children who are distressed.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Lost Keys • Papa’s Thumb • Noisy Children

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 3: Child manages emotions with increasing independence.	
Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs.	<ul style="list-style-type: none"> • Soup's On! • Squirrel's Sketches • Do I Have To? • It's Not Fair • Lost and Found • Papa's Thumb • Where's Papa?
Looks for adult assistance when feelings are most intense.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Lost Dinosaur • Lost and Found
With adult support, uses a variety of coping strategies to manage emotions, such as using words or taking a deep breath.	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."
RELATIONSHIPS WITH A TRUSTED ADULT	
Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult.	
Interacts with trusted adults.	<ul style="list-style-type: none"> • Find Me! • Where's Papa?
Sometimes engages in positive interactions with less familiar adults, such as volunteers.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Shows affection and preference for trusted adults who interact with them on a regular basis.	<ul style="list-style-type: none"> • Come Inside • My Family • Find Me! • Where's Papa?
Usually seeks help from adults when needed.	<ul style="list-style-type: none"> • Lost Dinosaur • Lost and Found
Goal 2: Child engages in prosocial and cooperative behavior with trusted adult.	
Engages in prosocial behaviors with adults, such as using respectful language or greetings.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Attends to an adult when asked.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Often follows adult guidelines and expectations for behavior.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Often asks or waits for adult permission before doing something when they are unsure.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
RELATIONSHIPS WITH OTHER CHILDREN	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 1: Child engages in and maintains positive interactions and relationships with other children.	
Engages in and maintains positive interactions with other children at times.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Often takes turns in conversations and interactions with other children.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.
Develops at least one friendship with another child.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Goal 2: Child engages in cooperative play with other children.	
Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Shows a willingness to include others' ideas during interactions and play.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Engages in reflection and conversation about past play experiences.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children.	
Often recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising some of the time.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Often expresses feelings, needs, and opinions in conflict situations.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To?
Often seeks adult help when needed to resolve conflicts.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
LANGUAGE AND COMMUNICATION	
ATTENDING AND UNDERSTANDING	
Goal 1: Child attends to communication and language from others.	
Uses verbal and nonverbal signals to acknowledge the comments or questions of others.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Shows ongoing connection to a conversation, group discussion, or presentation.	Waterford’s Social Emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.
Goal 2: Child understands and responds to increasingly complex communication and language from others.	
Shows an ability to recall (in order) multiple step directions.	<ul style="list-style-type: none"> • Book: Marty’s Mixed-Up Mom
Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/ What/ When/ Where?” or “How/ Why?”	<ul style="list-style-type: none"> • Sum Up, Five Ws
Shows understanding of a variety of sentence types, such as multiclaue, cause/effect, sequential order, or if-then.	<ul style="list-style-type: none"> • Song: What Is a Sentence?
Shows an understanding of talk related to the past or future.	<ul style="list-style-type: none"> • Books: Play Ball; That’s What I Like, a Book About Seasons; I Can’t Wait • Yesterday/Tomorrow
Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations on a given topic.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Children who are dual language learners may demonstrate more complex communication and language in their home language than in English.	Waterford provides native language support. When students whose home language is Spanish click Repeat (and native language support is enabled), they hear the instructions again in Spanish followed in English.
COMMUNICATING AND SPEAKING	
Goal 1: Child varies the amount of information provided to meet the demands of the situation.	
Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.	ELL students often thrive due to the scaffolded support and individual learning practice they receive.
Uses language, spoken or sign, to clarify a word or statement when misunderstood.	Waterford develops children’s vocabulary and asks them to respond orally, sing along with songs, and follow directions.
Children who are dual language learners may switch between their languages.	UPSTART families receive weekly emails that inspire families to use thematic vocabulary to talk with their children.
Goal 2: Child understands, follows, and uses appropriate social and conversational rules.	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.
With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways.	
Communicates clearly enough to be understood by a trusted adult across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent.	Waterford introduces letter sounds with instruction that demonstrates the position of the lips and tongue to correctly and clearly form sounds.
Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.	<ul style="list-style-type: none"> • Songs: Nouns; Verbs; Preposition Ship; It Happened Yesterday
Typically uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and can answer a variety of question types.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
VOCABULARY	
Goal 1: Child understands and uses a wide variety of words for a variety of purposes.	
Demonstrates the use of multiple (2-3) new words or signs a day during play and other activities.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p> <ul style="list-style-type: none"> • Informational Books • Math Books • Science Books • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the lifecycle of caterpillars or "cylinder" when learning about 3D shapes.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
With support, forms guesses about the meaning of new words from context clues.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues
Goal 2: Child shows understanding of word categories and relationships among words.	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”	Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.
Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.	<ul style="list-style-type: none"> • Describe Characters • Look at Details • Sort
Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.	<ul style="list-style-type: none"> • Songs: Antonym Ant; Synonym Tree
Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s freezing.”	<ul style="list-style-type: none"> • Vocabulary Introduction
LITERACY	
PHONOLOGICAL AWARENESS	
Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.	
Provides one or more words that rhyme with a given word, such as “What rhymes with log?”	<ul style="list-style-type: none"> • Rhyming Words Song • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme
Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”	<ul style="list-style-type: none"> • Letter Sound • Initial Sound • Right Initial Sound • Where Is the Sound?
With adult support, provides a word that fits with a group of words that have the same beginning sound, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”	<ul style="list-style-type: none"> • Letter Sound • Sound Room • Initial Sound • Right Initial Sound
PRINT AND ALPHABET KNOWLEDGE	
Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	
Understands that print is organized differently for different purposes, such as a note, list, or storybook.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality Introduction
Understands that written words are made up of a group of individual letters.	<ul style="list-style-type: none"> • Letters Make Words • Print Concepts
Begins to point to one-syllable words while reading simple, memorized texts.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
Identifies book parts and features, such as the front, back, title, and author.	<ul style="list-style-type: none"> • Print Directionality Introduction
Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters.	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
Names 18 uppercase and 15 lowercase letters.	<ul style="list-style-type: none"> • Letter Pictures • Distinguish Letters (Alphabet Introduction) • ABC Songs • Name That Letter • Hidden Letters • Fast Letter Fun
Knows the sounds associated with several letters.	<ul style="list-style-type: none"> • Mama Squirrel's Sound Song • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound
COMPREHENSION AND TEXT STRUCTURE	
Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling.	
Retells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause-and-effect relationships.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Decodable Books • Informational Books (See titles at end of document.) • Sum Up, Remember Order • Sum Up, Five Ws
Tells fictional or personal stories using a sequence of at least 2-3 connected events.	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next?
Identifies characters and main events in books and stories.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read Long Books (See titles at end of document.) • Describe Characters
Goal 2: Child asks and answers questions about a book that was read aloud.	
Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up, Five Ws • Describe Characters • Find an Answer
Answers increasingly complex questions that require making predictions based on multiple pieces of information from the story, understanding characters' feelings or intentions, or explaining why something happened in the 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.) • Sum Up, Five Ws • Describe Characters • Find an Answer • Peek at the Story • What Comes Next?
Goal 2: Child asks and answers questions about a book that was read aloud <i>continued</i>.	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up, Remember Order • Sum Up, Five Ws • Describe Characters • Find an Answer
WRITING	
Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks.	
With minimal adult prompting, holds a writing tool with a three-finger grasp.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Able to copy more sophisticated figures, such as squares, crossed lines, and triangles.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Simple Shapes
Creates a variety of written products that may or may not phonetically relate to intended messages.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Shows an interest in copying simple words posted in the environment.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Attempts to independently write some words using invented spelling, such as K for kite.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Writes first name correctly or close to correctly.	<ul style="list-style-type: none"> • Letter Picture Writing • What’s Your Name?
Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print, such as creating a book that moves left to right.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
MATHEMATICS	
COUNTING AND CARDINALITY	
Goal 1: Child knows number names and the count sequence.	
Counts verbally or signs to at least 20 by ones.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Counting Puzzle
Goal 2: Child recognizes the number of objects in a small set.	
Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Fun
Goal 3: Child understands the relationship between numbers and quantities.	
When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • One-to-One Correspondence
Goal 1: Child knows number names and the count sequence <i>continued</i> .	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
Counts and answers “How many?” questions for approximately 10 objects.	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction Make and Count Groups One-to-one Correspondence
Accurately counts as many as five objects in a scattered configuration.	<ul style="list-style-type: none"> Number Instruction Counting Songs Number Counting Make and Count Groups
Understands that each successive number name refers to a quantity that is one larger. For example, knows that six is larger than five.	<ul style="list-style-type: none"> Make and Count Groups One-to-One Correspondence
Understands that the last number said represents the number of objects in a set.	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction Make and Count Groups One-to-one Correspondence
Goal 4: Child compares numbers.	
Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	<ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Book: For the Birds Greater Than. Less Than More Than, Fewer Than More Than Fewer Than
Identifies and uses numbers related to order or position from 1-10.	<ul style="list-style-type: none"> Song: Ordinals Book: The Circus Came to Town Order Numbers
Goal 5: Child associates a quantity with written numerals and begins to write numbers.	
Associates a number of objects with a written numeral 0-5.	<ul style="list-style-type: none"> Math Books (See titles at end of document.) Match Numbers Number Instruction Make and Count Groups
Recognizes and, with support, writes some numerals up to 10.	<ul style="list-style-type: none"> Explain Numbers Number Instruction
OPERATIONS AND ALGEBRAIC THINKING	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 1: Child understands addition as adding to and understands subtraction as taking away from.	
Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	<ul style="list-style-type: none"> • Songs: On the Bayou; Pirates Can Add; Subtract Those Cars; Bakery Subtraction • Add With Manipulatives • Use Manipulatives
Solves addition and subtraction word problems. For example, when told “You have two carrots and your friend gives you two more. How many do you have now?” Adds and subtracts up to five to or from a given number.	<ul style="list-style-type: none"> • Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Make and Count Groups • Add Groups • Act Out Addition • Subtract Groups • Act Out Subtraction
With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts “One, two, three ...” and then counts on “four, five!” (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, “Five, four, three ... two!” (keeping track with fingers).	<ul style="list-style-type: none"> • Songs: Counting On; Counting Backward • Book: A Space Adventure • Count On • Count Down • Counting Back
Goal 2: Child understands simple patterns.	
Fills in missing elements of simple patterns. Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC
Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC
MEASUREMENT AND DATA	
Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons.	
Measures using the same unit, such as putting together snap cubes to see how tall a book is.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length
Compares or orders up to five objects based on their measurable attributes, such as height or weight.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Order Size • Size • Tall and Short • Big and Little • Heavy and Light

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons <i>continued</i>.</p>	
<p>Uses comparative language, such as shortest, heavier, or biggest.</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Order Size • Size • Tall and Short • Big and Little • Heavy and Light
<p>GEOMETRY AND SPATIAL SENSE</p>	
<p>Goal 1: Child identifies, describes, compares, and composes shapes.</p>	
<p>Names and describes shapes in terms of length of sides, number of sides, and number of angles.</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
<p>Correctly names basic shapes regardless of size and orientation.</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
<p>Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
<p>Creates and builds shapes from components.</p>	<ul style="list-style-type: none"> • Geoboard • Tangrams

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES
Goal 2: Child explores the positions of objects in space.	
Understands and uses language related to directionality, order, and the position of objects, including up/down, and front/behind.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Books: Up in the Air; The Circus Came to Town • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • First, Next, and Last
Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Books: Up in the Air; The Circus Came to Town • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through



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

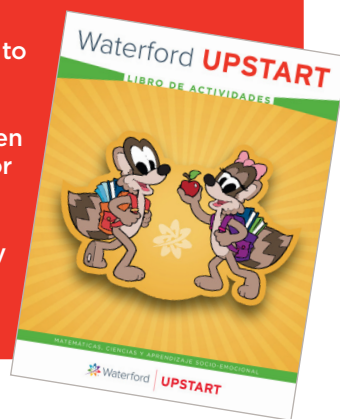
FAMILY ENGAGEMENT RESOURCES

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.