

CURRICULUM *Correlation*

*Waterford
UPSTART*

100%

*Texas
Prekindergarten
Guidelines*

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TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	
A. SELF CONCEPT SKILLS	
I.A.1. Child is aware of where own body is in space and respects personal boundaries.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
I.A.2. Child shows self-awareness and can express pride in age appropriate abilities and skills.	<ul style="list-style-type: none"> • Perfect Present • Squirrel’s Sketches • Mama’s Melody • The Picnic
I.A.3. Child shows reasonable opinion of his own abilities and limitations.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	<ul style="list-style-type: none"> • Baby’s Blocks • Baby Wants Berries • Musical Mayhem • Boo Hoo Baby
B. SELF REGULATION SKILLS	
1. BEHAVIOR CONTROL	
I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
I.B.1.b. Child takes care of and manages classroom materials.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
2. EMOTIONAL CONTROL	
I.B.2.a. Child begins to understand difference and connection between emotions/feelings and behaviors.	Waterford’s Social Emotional videos demonstrate the connection between emotions and behaviors. As scenarios are presented, children choose different options offering examples and explanations of whether or not this behavior is appropriate.
I.B.2.b. Child can communicate basic emotions/feelings.	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Lost and Found
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	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.”
3. CONTROL OF ATTENTION	
I.B.3.a. Child sustains attention to personally chosen or routine (teacher directed) tasks until completed.	Children build persistence in Waterford with ongoing support and encouragement. The support can include repeating instructions, offering encouragement and various hints, or step-by-step, follow-me instructions.
I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.
C. RELATIONSHIPS WITH OTHERS	

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
I.C.1. Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults.	<ul style="list-style-type: none"> • Where's Papa?
I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	<ul style="list-style-type: none"> • Clubhouse • Baby Wants Berries • The Picnic • Dinner Time
I.C.3. Child shows competence in initiating social interactions.	<ul style="list-style-type: none"> • Clubhouse • Party Time
I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse
I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
I.C.6. Child demonstrates empathy and caring for others.	<ul style="list-style-type: none"> • Boo Hoo Baby • Lost Dinosaur • Baby's Blocks
I.C.7. Child interacts with a variety of playmates and may have preferred friends.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Party Time • Musical Mayhem
D. SOCIAL AWARENESS SKILLS	
I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To?
II. LANGUAGE AND COMMUNICATION DOMAIN	
A. LISTENING COMPREHENSION SKILLS	
II.A.1. Child shows understanding by responding appropriately.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately.
II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions. (ELL) Child shows understanding by following one to two-step oral directions in English.	While interacting with Waterford, children listen to and follow multi-step directions. ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.
II.A.3. Child shows understanding of the language being spoken by teachers and peers. (ELL) Child shows understanding of the new language being spoken by English-speaking teachers and peers.	Waterford provides Native Language Support. With this feature enabled, when the student clicks Repeat, they hear instructions repeated in their Native Language, followed again in English.
B. SPEAKING (CONVERSATION) SKILLS	

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
II.B.1. Child is able to use language for different purposes.	Social Emotional videos model conversations, communicating in play and everyday activities. • See “Family Engagement Resources” at end of document.
II.B.2. Child engages in conversations in appropriate ways.	Social Emotional videos model conversations, communicating in play and everyday activities. • See “Family Engagement Resources” at end of document.
II.B.3. Child provides appropriate information for various situations.	Question and response conversations within Waterford’s Social Emotional provides examples for students to ask and answer questions.
II.B.4. Child demonstrates knowledge of verbal conversational rules.	Social Emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters.
II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	Social Emotional videos demonstrate appropriate behavior in model conversations and discussions between various characters.
II.B.6. Child matches language to social contexts.	Social Emotional videos model conversations and discussions between various characters.
C. SPEECH PRODUCTION SKILLS	
II.C.1. Child’s speech is understood by both the teacher and other adults in the school.	Waterford introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly. • Letter Sound Instruction
II.C.2. Child perceives differences between similar sounding words.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language. (ELL) Child investigates and demonstrates growing understanding of the sounds and intonation of the English language.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room
D. VOCABULARY SKILLS	
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	Waterford provides many activities related to vocabulary acquisition and use. Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	Waterford provides Native Language Support. With this feature enabled, when the student clicks Repeat, they hear instructions repeated in their Native Language, followed again in English.
D. VOCABULARY SKILLS <i>continued</i>	

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
<p>II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses. (ELL) Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses.).</p>	<p>Waterford provides many activities related to vocabulary acquisition and use. Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.</p>
<p>II.D.4. Child uses a large speaking vocabulary, adding several new words daily.</p>	<p>Waterford provides many activities related to vocabulary acquisition and use. Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.</p>
<p>II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p>	<p>Waterford provides Native Language Support. With this feature enabled, when the student clicks Repeat, they hear instructions repeated in their Native Language, followed again in English.</p>
<p>II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)</p>	<p>ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.</p>
<p>E. SENTENCES AND STRUCTURE SKILLS</p>	
<p>II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p>	<ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences
<p>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<ul style="list-style-type: none"> • Songs: Nouns; More Than One; Verbs • Nouns • Plural Nouns • Verbs
<p>II.E.3. Child uses sentences with more than one phrase.</p>	<ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences
<p>II.E.4. Child combines more than one idea using complex sentences.</p>	<ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences
<p>II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.</p>	<ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences
<p>II.E.6. (ELL) Child engages in various forms of nonverbal communication with those who do not speak her native language.</p>	<ul style="list-style-type: none"> • Song: Sing Around the World
<p>II.E.7. (ELL) Child uses single words and simple phrases to communicate meaning in social situations.</p>	<p>Waterford provides Native Language Support. With this feature enabled, when the student clicks Repeat, they hear instructions repeated in their Native Language, followed again in English.</p>
<p>II.E.8. (ELL) Child attempts to use new vocabulary and grammar in speech.</p>	<p>ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.</p>
<p>III. EMERGENT LITERACY—READING DOMAIN</p>	
<p>A. MOTIVATION TO READ SKILLS</p>	

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
III.A.1. Child engages in pre-reading and reading-related activities.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
III.A.2. Child self-selects books and other written materials to engage in prereading behaviors.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Picture Story
III.A.3. Child recognizes that text has meaning.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures • Picture Story
B. PHONOLOGICAL AWARENESS SKILLS	
III.B.1. Child separates a normally spoken four word sentence into individual words.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match
III.B.2. Child combines words to make a compound word.	<ul style="list-style-type: none"> • Song: Compound Words
III. B.3. Child deletes a word from a compound word.	<ul style="list-style-type: none"> • Take Away Syllables
III.B.4. Child blends syllables into words.	<ul style="list-style-type: none"> • Syllable • Syllable Safari
III.B.5. Child can segment a syllable from a word.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables
III.B.6. Child can recognize rhyming words.	<ul style="list-style-type: none"> • Song: Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound
III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one syllable word with and without pictorial support.	<ul style="list-style-type: none"> • Blend Onset/Rime • Blending Riddles • Blending Dragon
III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.	<ul style="list-style-type: none"> • Blend Onset/Rime • Blending Riddles • Blending Dragon
C. ALPHABET KNOWLEDGE SKILLS	

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Distinguish Letters • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter • What's Your Name?
III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where Is the Sound?
III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where Is the Sound?
D. COMPREHENSION OF TEXT READ ALOUD SKILLS	
III.D.1. Child retells or re-enacts a story after it is read aloud.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Compare Characters • Describe Characters • Sort
III.D.3. Child asks and responds to questions relevant to the text read aloud.	<ul style="list-style-type: none"> • Find an Answer • Picture Clues
III.D.4. Child will make inferences and predictions about text.	<ul style="list-style-type: none"> • Peek at the Story • Picture Clues
E. PRINT CONCEPTS	

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
III.E.1. Child can distinguish between elements of print including letters, words, and pictures.	<ul style="list-style-type: none"> • Distinguish Letters • Print Concepts • Letters Make Words • Words Tell About the Pictures • Look, Listen, and Match
III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. As the narrator reads, text is highlighted which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality
III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.	<ul style="list-style-type: none"> • Songs: Sentence Marks; What is a Sentence? • Sentence Marks • Sentences
IV. EMERGENT LITERACY—WRITING DOMAIN	
A. MOTIVATION TO WRITE SKILLS	
IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	Waterford encourages everyone to have writing and art materials available for children’s creations.
IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.	Waterford encourages everyone to have writing and art materials available for children’s creations.
B. WRITING AS A PROCESS	
IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
IV.B. 2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	<ul style="list-style-type: none"> • Edit: Capitals; End Punctuation
IV. B.3. Child shares and celebrates class-made and individual written products.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
C. CONVENTIONS IN WRITING	
IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	<ul style="list-style-type: none"> • What’s Your Name?
IV. C. 2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Letter Sound Screening • Sound Room
IV.C.3. Child independently uses letters to make words or parts of words.	<ul style="list-style-type: none"> • Letter Pictures • Letter Picture Writing • Alphabet Review
IV. C 4. Child uses appropriate directionality when writing (top to bottom, left to right).	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality
C. CONVENTIONS IN WRITING <i>continued</i>	

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
IV.C.5. Child begins to experiment with punctuation when writing.	<ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences • Sentence Marks
V. MATHEMATICS DOMAIN	
A. COUNTING SKILLS	
V.A.1. Child knows that objects, or parts of an object, can be counted.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Make and Count Groups • Match Numbers • Number Recognition and Sense • One-to-one Correspondence
V.A.2. Child uses words to rote count from 1 to 30.	<ul style="list-style-type: none"> • Number Songs • Counting Songs (See titles at end of document.) • Order Numbers • Number Instruction
V.A.3. Child counts 1- 10 items, with one count per item.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Make and Count Groups • Match Numbers • Number Recognition and Sense • One-to-one Correspondence
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	<ul style="list-style-type: none"> • Counting Songs • Order Numbers • Number Line • Number Chart • Counting Puzzle
V.A.5. Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.	<ul style="list-style-type: none"> • One-to-one Correspondence • Match Numbers • Number Instruction • Number Counting • Number Recognition and Sense • Make and Count Groups • Counting Puzzle
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Make and Count Groups • Match Numbers • Number Recognition and Sense • One-to-one Correspondence
V.A.7. Child uses the verbal ordinal terms.	<ul style="list-style-type: none"> • Song: Ordinals • Ordinal Numbers
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	<ul style="list-style-type: none"> • Make and Count Groups
A. COUNTING SKILLS <i>continued</i>	

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
V.A.9. Child recognizes one-digit numerals, 0-9.	<ul style="list-style-type: none"> • Number Songs • Counting Songs (See titles at end of document.) • Order Numbers • Number Instruction • Number Recognition and Sense
B. ADDING TO/TAKING AWAY SKILLS	
V.B.1. Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Act Out Addition • Dominoes
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set.	<ul style="list-style-type: none"> • Songs: Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Subtract Groups • Act Out Subtraction
V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Make and Count Groups • More Than, Less Than • More Than, Fewer Than
C. GEOMETRY AND SPATIAL SENSE SKILLS	
V.C.1. Child names common shapes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites • Book: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
V.C.2. Child creates shapes.	<ul style="list-style-type: none"> • Geoboard • Tangrams
V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Next, Last • First, Middle, Last
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	<ul style="list-style-type: none"> • Song: Congruent Parts • Congruence • Similar Figures • Geoboard • Tangrams
D. MEASUREMENT SKILLS	

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
V.D.1. Child recognizes and compares heights or lengths of people or objects.	<ul style="list-style-type: none"> • Song: Savanna Size • Length • Tall and Short • Order Size
V.D.2. Child recognizes how much can be placed within an object.	<ul style="list-style-type: none"> • Capacity
V.D.3. Child informally recognizes and compares weights of objects or people.	<ul style="list-style-type: none"> • Song: Large, Larger, Largest • Weight • Heavy and Light • Order Size
V.D.4. Child uses language to describe concepts associated with the passing of time.	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow
E. CLASSIFICATION AND PATTERNS SKILLS	
V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Big and Little • Similar Figures • Match
V.E.2. Child collects data and organizes it in a graphic representation.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Calendar/Graph Weather • Observe a Simple System
V.E.3. Child recognizes and creates patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB, ABB, ABC • Logic Game
VI. SCIENCE DOMAIN	
A. PHYSICAL SCIENCE SKILLS	
VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Solid or Liquid; Same and Different; Five Senses; I Am Part of All I See • Size • Length • Weight • Heavy and Light • Tall and Short • Big and Little • Solid and Liquid • Sight • Touch • Hearing • Smell • Taste
A. PHYSICAL SCIENCE SKILLS <i>continued</i>	

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
VI.A.2. Child observes, investigates describes and discusses position and motion of objects.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Next, Last • First, Middle, Last
VI.A.3. Child uses simple measuring devices to learn about objects.	<ul style="list-style-type: none"> • Length • Capacity • Weight
VI.A.4. Child observes investigates describes and discusses sources of energy including light, heat, and electricity.	<ul style="list-style-type: none"> • Song: Sun Blues • Sun
B. LIFE SCIENCE SKILLS	
VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: Guess What I Am; Creepy Crawlers • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal
VI.B.2. Child describes life cycles of organisms.	<ul style="list-style-type: none"> • Song: Plants are Growing • Amphibians • Plants • Observe a Simple System
VI.B.3. Child observes, investigates, describes and discusses the relationship of organisms to their environments.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Seasons • Book: That's What I Like, A Book About Seasons • Rainforests • Mountains • Oceans • Desert • Spring • Summer • Fall • Winter • Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians
C. EARTH AND SPACE SCIENCE SKILLS	

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.	<ul style="list-style-type: none"> • Materials
VI.C.2. Child identifies, observes, and discusses objects in the sky.	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon, Precipitation • Book: Star Pictures • Sun • Moon • Clouds • Constellations
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	<ul style="list-style-type: none"> • Sun • Moon • Constellations
VI.C.4. Child demonstrates the importance of caring for our environment and our planet.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Pollution Rap • Pollution and Recycling
VII. SOCIAL STUDIES DOMAIN	
A. PEOPLE, PAST AND PRESENT SKILLS	
VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.	<ul style="list-style-type: none"> • Song: Same and Different • Books: Seeing Fingers; In the Rain; Jose Three; Fourteen Camel Caravan; Mine
VII.A.2. Child identifies similarities and differences in characteristics of families.	<ul style="list-style-type: none"> • Books: Mine; Jose Three • My Family • Soup's On!
VII.A.3. Child connects their life to events, time, and routines	<ul style="list-style-type: none"> • Connect to Me
B. ECONOMIC SKILLS	
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	<ul style="list-style-type: none"> • Song: Food From Plants • Book: Whatever the Weather • Food From Plants • Healthy Food
VII.B. 2. Child demonstrates understanding of what it means to be a consumer.	<ul style="list-style-type: none"> • Book: Follow the Apples
VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative to help develop skills needed to be responsible classroom citizens.
C. GEOGRAPHY SKILLS	
VII.C.1. Child identifies and creates common features in the natural environment.	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Book: Where in the World Would You Go Today? • Rainforests • Mountains • Oceans • Desert • Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians
C. GEOGRAPHY SKILLS <i>continued</i>	

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
VII.C.2. Child explores geography tools and resources	<ul style="list-style-type: none"> • Sing Around the World song • Songs: Colors, Colors; One Antenna, Two Antenna; A Bird Sang in the Tree; Days of the Week; Inchworm; Little Chicks; A Very Big Name; On the Bridge of Avignon; The Painted Rooster; Mountain Rabbit; The Sandman; The Bird’s Voice; The Flower of My Youth; Everybody Loves a Saturday Night; Catch Him Just for Fun; Little Snowball Bush of Mine; Head, Shoulders, Knees, and Toes; Wake Up; Oh Welcome My Friends; I Touch My Nose Like This; An Ox Kissing a Fox; I Am a Zebra
D. CITIZENSHIP SKILLS	
VII.D.1. Child identifies flags of the United States and Texas.	<ul style="list-style-type: none"> • Songs: Inchworm; The Bird’s Voice; Egg on a Queen; Head, Shoulders, Knees, and Toes; Wake Up; An Ox Kissing a Fox; I Am a Zebra
VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
VII.D.3. The child engages in voting as a method for group decision-making.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
VIII. FINE ARTS DOMAIN	
A. ART SKILLS	
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	Waterford encourages everyone to have writing and art materials available for children’s creations.
VIII.A.2. Child uses art as a form of creative self-expression and representation.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches
B. MUSIC SKILLS	
VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	<p>Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Sing Around the World Songs • ABC Songs • Sound Songs • Vowel Songs
VIII.B.2. Child responds to different musical styles through movement and play.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
C. DRAMATIC EXPRESSION SKILLS	
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Pretend Play • Papa’s Play

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
IX. PHYSICAL DEVELOPMENT DOMAIN	
A. GROSS MOTOR DEVELOPMENT SKILLS	
IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
IX.A.2. Child coordinates sequence of movements to perform tasks.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
B. FINE-MOTOR DEVELOPMENT SKILLS	
IX.B.1. Child shows control of tasks that require small-muscle strength and control.	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	The daily use of a touch pad or mouse develops eye-hand coordination skills.
C. PERSONAL SAFETY AND HEALTH SKILLS	
IX.C.1. Child practices good habits of personal safety.	<ul style="list-style-type: none"> • Song: Storms • Lightning Safety
IX.C.2. Child practices good habits of personal health and hygiene.	<ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Build Knowledge: The Germs • Exercise and Rest • Dinner Time
IX.C.3. Child identifies good habits of nutrition and exercise.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest • Healthy Food • Dinner Time
X. TECHNOLOGY APPLICATIONS DOMAIN	
A. TECHNOLOGY AND DEVICES SKILLS	
X.A.1. Child opens and navigates through digital learning applications and programs.	Children select the Waterford icon to begin their session. While interacting with Waterford, children are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touchpad, dragging items around screen, or entering answers on the keyboard.
X.A.2. Child uses, operates, and names a variety of digital tools.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touchpad, monitor).
X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.	<ul style="list-style-type: none"> • Color or Make a Scene • Create Your Own Environment
X.A.4. Child uses technology to access appropriate information.	Children access Waterford by selecting the desktop icon.
X.A.5. Child practices safe behavior while using digital tools and resources.	Waterford is mindful of screen time, and the session ends after the recommended 15 minutes of daily instruction.



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

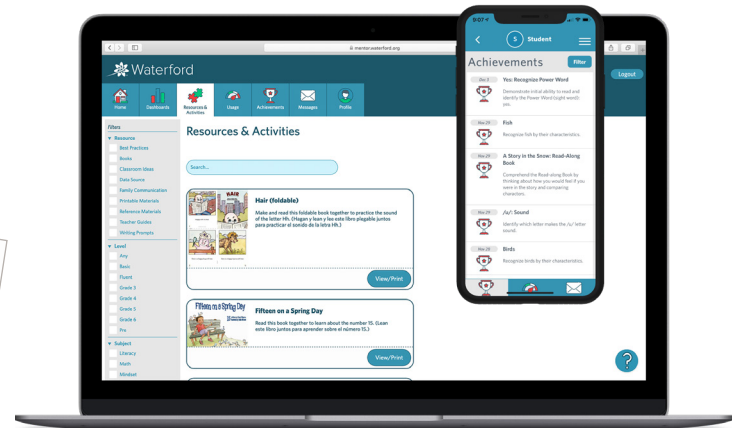
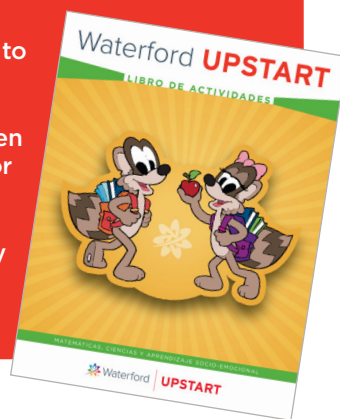
FAMILY ENGAGEMENT RESOURCES

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.