

CURRICULUM *Correlation*

*Waterford
UPSTART*

98%

*Vermont Early
Learning
Standards—
Pre-School 2015*

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VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
SECTION I—DEVELOPING SELF	
APPROACHES TO LEARNING	
ELEMENT 1: PLAY AND EXPLORATION	
<i>Goal 1: Children engage in play to understand the world around them.</i>	
1. Engage solidly in “solitary”, “parallel”, “associative” and “cooperative play” (e.g., play that involves engagement, negotiation and pre-planning)	<ul style="list-style-type: none"> • Marmot Basket • Clubhouse • Party Time • Find Me!
2. Engage in sustained play episodes (e.g., stays in a dramatic play role like “the baby”)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
3. Practice concepts through play (e.g., emergent writing: restaurant menu, geometry: naming the block shapes used in building a garage)	<ul style="list-style-type: none"> • Letter Picture Writing • Simple Shapes • Space Shapes
4. Play basic games with rules	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
ELEMENT 2: INITIATIVE	
<i>Goal 1: Children show curiosity about the world around them and take action to interact with it and learn.</i>	
1. Demonstrate flexibility, imagination and inventiveness in approaching task and activities through play	<ul style="list-style-type: none"> • Perfect Present • Marmot Basket
2. Explore and discuss a range of topics, ideas and tasks	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Science Investigation • Perfect Present • Magnets
3. Attempt to master new skills (e.g., riding a bike)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
4. Ask questions to find out about future events	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Science Investigation • Observe a Simple System
ELEMENT 3: PROBLEM SOLVING	
<i>Goal 1: Children display an interest in novel situations and demonstrate flexibility, creativity and innovation in solving challenging tasks.</i>	
1. Use imagination and creativity to interact with objects and materials	Waterford encourages everyone to have writing, drawing and art materials available for children’s creations.
2. Uses a new skill in a variety of contexts	<ul style="list-style-type: none"> • Perfect Present • Length • Capacity
3. Engage in learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Magnets
4. Demonstrate appropriate solutions to simple problems	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Musical Mayhem • Marmot Basket • Boo Hoo Baby

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL AND EMOTIONAL LEARNING AND DEVELOPMENT	
ELEMENT 1: EMOTIONS AND SELF-REGULATION	
<i>Goal 1: Children express a range of emotions and regulate their emotional and social responses</i>	
1. Express needs of self and others and stands up for rights of self and others	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Baby's Ball • Boo Hoo Baby • Lost Dinosaur • Squirrel's Blocks • Clubhouse • Lost Keys
2. Make choices and shows understanding of consequences	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." <ul style="list-style-type: none"> • Do I Have To? • It's Not Fair!
3. Independently adapt behavior to fit different expectations and situations	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
4. Participate in small and large group peer selected and adult led activities	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This
5. Use problem solving skills to compromise and resolve conflicts e.g., offers to trade toy for another, takes turn with another child	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation
6. Focus on a self-selected activity or task to completion with adult help	Engaging activities in Waterford hold children's attention and build persistence by allowing them to click Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.
7. Manage transitions with minimal direction from adults	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities. <ul style="list-style-type: none"> • Soup's On!
ELEMENT 2: SELF-AWARENESS	
<i>Goal 1: Children demonstrate an awareness of own personal characteristics, skills and abilities</i>	
1. Express needs of self and others	<ul style="list-style-type: none"> • Do I Have To? • Baby's Ball • Boo Hoo Baby • It's Not Fair! • Find Me!
2. Stand up for rights of self and others	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
3. Make choices and understand consequences	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."
4. Show confidence in range of abilities and in the capacity to accomplish tasks and take on new tasks	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
<i>Goal 1: Children demonstrate an awareness of own personal characteristics, skills and abilities continued</i>	
5. Express cultural influences from home, neighborhood and community e.g., celebrating traditions	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
6. Demonstrate an understanding and acceptance of similarities and differences among people e.g., gender, race, special needs, culture, language and family	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Books and activities in the program model acceptance and provide opportunities for discussion.
ELEMENT 3: RELATIONSHIPS WITH ADULTS AND PEERS	
<i>Goal 1: Children develop healthy positive relationships with adults and peers</i>	
1. Play and cooperate with other children sharing objects, conversations, and ideas	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
2. Respect the rights of others recognizing their feelings and responding with courtesy and kindness	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
3. Accept guidance and direction from familiar adults and seeks their support when needed	<ul style="list-style-type: none"> • Where’s Papa? • Find Me! • Mama’s Melody • Lost and Found • Lost Dinosaur • Soup’s On!
4. Suggest solutions to social problems	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
GROWING, MOVING, AND BEING HEALTHY	
ELEMENT 1: MOTOR DEVELOPMENT AND COORDINATION	
<i>Goal 1: Children develop strength, coordination, and control of their large muscles.</i>	
1. Exhibit motor control and balance when moving the whole body in a range of physical activities (e.g., alternate feet walking up and down stairs, propelling a wheelchair or mobility device, skipping, running, climbing and hopping)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
2. Demonstrate motor control and coordination when using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, pedaling a tricycle)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
3. Move through space showing awareness of own body in relation to other people and objects	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
4. Manipulate balls or similar objects with flexible body movements (e.g., bounce and catch a ball)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

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<i>Goal 2: Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.</i>	
1. Demonstrate fine motor skills requiring greater strength and control (e.g., use a paper punch, stapler, spray bottle)	The daily use of a touch pad or mouse develops dexterity and eye-hand coordination.
2. Use eye-hand coordination to accomplish more complex tasks (e.g., button or zip clothes, eat with a fork, cut out simple shapes staying close to lines, use writing tools, fit pegs into pegboard)	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.
ELEMENT 2: HEALTH AND SAFETY PRACTICES	
<i>Goal 1: Children develop healthy eating habits and knowledge of good nutrition.</i>	
1. Eat a variety of nutritious foods	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time
2. Distinguish food on a continuum from most healthy to less healthy	<ul style="list-style-type: none"> • Song: Health • Healthy Food
3. Assist adults to prepare healthy snacks and meals	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
4. Communicate food preferences	<ul style="list-style-type: none"> • Books: I Hate Peas; Lumpy Mush • Soup’s On!
5. Sort food into food groups and communicate benefits of healthy foods	<ul style="list-style-type: none"> • Healthy Food
<i>Goal 2: Children develop personal health and self-care habits, and become increasingly independent.</i>	
1. Communicate with words or sign language to ask adults or peers specifically for the kind of help needed in a particular situation	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
2. Independently start and participate in sleep routines	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
3. Communicate ways sleep keeps us healthy and makes us feel good	<ul style="list-style-type: none"> • Exercise and Rest
4. Communicate how daily activity and healthy behavior promote overall personal health with some support	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Healthy Food • Exercise and Rest
5. Independently complete personal care tasks (e.g., brushing teeth, toileting, washing hands)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
6. Explain the importance of doctor and dentist visits and cooperate during these visits and with health and developmental screenings	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
7. Recognize and communicate when experiencing pain or symptoms of illness	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
8. Participate in structured and unstructured physical activities	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest

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<i>Goal 3: Children develop the ability to identify unsafe situations, and use safe practices.</i>	
1. Avoid potentially dangerous behaviors (e.g., do not take medicine or cross road without adult assistance)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
2. Follow basic safety rules and show safe behavior for self and others by applying established rules, procedures and safe practices with adult guidance	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Book: The Germs • Avoid Germs and Prevent Illness
3. Identify adults in their communities who can keep them safe (e.g., police, firefighter)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
4. Communicate an understanding of the importance of health and safety routines and rules	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness
5. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations	<ul style="list-style-type: none"> • Book: The Germs • Songs: Sun Blues; Storms • Avoid Germs and Prevent Illness • Germs
SECTION II—COMMUNICATION AND EXPRESSION	
LANGUAGE DEVELOPMENT	
ELEMENT 1: RECEPTIVE LANGUAGE (LISTENING)	
<i>Goal 1: Young children attend to, comprehend, and respond to increasingly complex language.</i>	
1. Follow multistep directions especially when these are familiar activities (e.g., steps in getting ready to play outdoors)	Children interacting with Waterford Early Learning are constantly listening to input and responding with choices, often following multistep directions.
2. Demonstrate an understanding of complex statements having 1 or 2 phrases (e.g., Please put the toothbrush in the box under the sink)	Students continually follow instructions in order to complete activities in Waterford.
3. Demonstrate an understanding of different language forms such as questions and exclamations	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks
4. Demonstrate through conversation comprehension of more complex vocabulary (i.e., abstract concepts and words beyond everyday vocabulary)	Online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.
ELEMENT 2: EXPRESSIVE LANGUAGE (SPEAKING)	
<i>Goal 1: Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.</i>	
1. Use sentences with more complex grammatical structures when speaking (e.g., embedded clauses, such as “My teacher, who likes dogs, is nice”)	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
2. Engage in storytelling	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Look at Details • What Comes Next? • Build Knowledge

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
<i>Goal 1: Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas continued.</i>	
3. Combine 5-8 words into sentences.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
4. Use different forms of language for different purposes	<ul style="list-style-type: none"> • Songs: What Is a Sentence? • Sentences
5. Use abstract and increasingly detailed and varied vocabulary when speaking (e.g., use “turquoise” rather than “blue” or “I want to fly into space when I grow up”)	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.
ELEMENT 4: SOCIAL RULES OF LANGUAGE	
<i>Goal 1: Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.</i>	
1. Listen and respond on topic during longer conversations with others and in group discussions	Social Emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
2. Use simpler language when talking with younger children	
3. Initiate conversations with others and maintain topic of conversation 2-4 turns	Social Emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
4. If misunderstood may simply repeat the same sentence rather than trying a different way of conveying the message	
ELEMENT 6: DUAL LANGUAGE LEARNERS—RECEPTIVE AND EXPRESSIVE ENGLISH LANGUAGE SKILLS	
<i>Goal 1: Young children whose home language is not English, demonstrate the ability to listen, understand, and respond to increasing more complex spoken English.</i>	
Uses one or two word sentences to communicate ideas, needs, and feelings (e.g., “Play cars.”)	Waterford UPSTART families receive weekly emails that inspire families to use thematic vocabulary to talk with their children.
Memorize and say frequently heard phrases (e.g., “I like pizza.” “How are you?”)	Waterford Early Learning develops children’s vocabulary and asks them to respond orally, sing along with songs, and follow directions.
LITERACY DEVELOPMENT	
ELEMENT 1: FOUNDATIONAL READING SKILLS	
<i>Goal 1: Children develop the foundational skills needed for engaging with print, reading and writing.</i>	
Print Concepts	
1. Indicate where to start reading on a page and how to move across and down a page.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality
2. Demonstrate knowledge of the association between written words and spoken words	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words
3. Display book handling skills	<ul style="list-style-type: none"> • Print Directionality Introduction

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Phonological Awareness	
4. Segment syllables in spoken words with modeling and assistance	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Take Away Syllables
5. Determine if two words rhyme	<ul style="list-style-type: none"> • Song: Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme
6. With modeling and assistance, segment onsets and rimes of single syllable spoken words	<ul style="list-style-type: none"> • Phoneme Segmentation • Phoneme Eliminator • Blend Onset/Rime • Blending Dragon
Phonics and Word Recognition	
7. Associate some letters of the alphabet with their specific sounds	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound
8. Identify words that start with the same letter as their name	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Read with Me Books (See titles at end of document.) • What's Your Name? • ABC Songs • Name That Letter • Hidden Letters
Fluency	
9. Pretend to read a familiar book using language from the text and reading-like intonation	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books • Decodable Books (See titles at end of document.)
ELEMENT 2: READING—2A: ENGAGEMENT WITH LITERATURE AND INFORMATIONAL TEXT	
<i>Goal 1: Children develop “book language” and demonstrate comprehension.</i>	
1. Identify characters and setting in a story read aloud	<ul style="list-style-type: none"> • Describe Characters • Sum Up, Five Ws
2. Use story title, pictures, content and prior knowledge to predict story content	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Informational Books (See titles at end of document.) • Print Directionality Introduction • Peek at the Story
3. Make connections between stories and real-life experiences	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
<i>Goal 1: Children develop “book language” and demonstrate comprehension continued.</i>	
4. Retell or re-enact a familiar story in the correct sequence of a familiar story’s major events with prompting and support	<ul style="list-style-type: none"> • Sum Up, Remember Order • What Comes Next? • Describe Characters • Find an Answer • Sum Up, Five Ws • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
5. Ask and answer questions about the characters and major events of a story with prompting and support	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • What Comes Next? • Picture Clues
ELEMENT 3: WRITING	
<i>Goal 1: Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions.</i>	
1. Use writing and drawing for various purposes, such as giving information, narrating stories, or giving an opinion	Waterford encourages everyone to have writing and drawing materials available for children’s creations.
2. Copy, trace, or independently write letters or words	Waterford encourages everyone to have writing and drawing materials available for children’s creations. Children also must practice writing letters and words.
3. Print or copy own name and identify some of the letters	Waterford encourages everyone to have writing and drawing materials available for children’s creations. Children also must practice writing letters and words. <ul style="list-style-type: none"> • What’s Your Name?
4. Use “sound spelling” (use initial sound of word and other letters to represent sounds heard in the word)	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Initial Sound • Name That Letter Sound • Sound Room • Choose a Sound
5. Participate in shared writing experiences (e.g., contributing ideas to a story)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
ELEMENT 4: DUAL LANGUAGE LEARNERS—LITERACY IN ENGLISH	
<i>Goal 1: Young children, whose home language is not English, demonstrate an increasing ability to engage in literacy experiences in English.</i>	
The continuum of literacy development of young Dual Language Learners who are learning their home language and English somewhat resembles the literacy development of English-only speakers described in Elements 1, 2, and 3 of the Vermont Early Learning Standards.	Waterford Early Learning develops children’s vocabulary and asks them to respond orally, sing along with songs, and follow directions. DLL students often thrive due to the scaffolded support and individual learning practice they receive.

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
CREATIVE ARTS AND EXPRESSION	
ELEMENT 1: VISUAL ARTS	
<i>Goal 1: Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.</i>	
1. Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge	Waterford encourages everyone to have drawing and art materials available for children’s creations.
2. Independently plan and complete artistic creations such as drawings, paintings, collages	Waterford encourages everyone to have drawing and art materials available for children’s creations.
3. Discuss own artistic creations and those of others	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Party Time
4. Show appreciation for different art forms and the creative work of others	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
ELEMENT 2: MUSIC	
<i>Goal 1: Children engage in making and listening to music as a vehicle for expression and learning.</i>	
1. Experiment with musical instruments	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
2. Recall and imitate different musical tones, rhythms, as they make music	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby’s Ballet • Mama’s Melody
3. Express creativity through music	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby’s Ballet • Mama’s Melody
4. Participate in music activities such as clapping, stomping, listening or singing	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Sing Around the World Songs • ABC Songs • Sound Songs • Baby’s Ballet • Mama’s Melody
ELEMENT 3: THEATRE (DRAMATIC PLAY)	
<i>Goal 1: Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.</i>	
1. Initiate role-playing experiences and playing with props and costumes	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
2. Use dialogue, actions, and objects to tell a story or express thoughts and feelings of themselves or of a character	<ul style="list-style-type: none"> • Papa’s Play
3. Use various facial expressions and voice inflections when playing a character	<ul style="list-style-type: none"> • Papa’s Play
4. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations	<ul style="list-style-type: none"> • Mama’s Melody • Papa’s Play
5. Experience perspective of others through sociodramatic play	<ul style="list-style-type: none"> • Papa’s Play

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
ELEMENT 4: DANCE	
<i>Goal 1: Children use movement to creatively express their ideas and feelings and to learn.</i>	
1. Move to different patterns of beat and rhythm in music	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes
2. Express what is felt and heard in various musical tempos and styles	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby's Ballet • Mama's Melody
3. Use creative movement to express concepts, ideas, or feelings	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody
4. Repeat choreographed movements and begin to create own movements	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody
SECTION III—LEARNING ABOUT OUR WORLD	
MATHEMATICS	
ELEMENT 1: NUMBER SENSE, QUANTITY, AND COUNTING	
<i>Goal 1: Children count in sequence, recognize numerals, connect numerals with quantities, and compare quantities.</i>	
1. Recite numbers to 20 in sequence with only occasional errors	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Number Counting • Order Numbers • Counting Puzzles
2. Say the next number that comes before or after in a sequence of 1-10	<ul style="list-style-type: none"> • Songs: Counting On; Counting Backward • Counting Songs • Number Instruction • Number Counting • Order Numbers • Number Chart • Count On • Count Down
3. Count a group of up to 10 objects and understand that the last number represents the number of objects in the group	<ul style="list-style-type: none"> • Counting Songs • Math Books (See titles at end of document.) • Number Instruction • Bug Bits • Make and Count Groups • One-to-One Correspondence
4. Quickly identify number of 1-5 objects without counting	<ul style="list-style-type: none"> • Moving Target (Dots) • Make and Count Groups
5. Read numerals up to 10 and connect them to the quantities they represent	<ul style="list-style-type: none"> • Math Books (See titles at end of document.) • Number Instruction • Match Numbers

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
<i>Goal 1: Children count in sequence, recognize numerals, connect numerals with quantities, and compare quantities continued.</i>	
6. Compare groups of up to 10 objects and identify which group has more or less, or if they are the same (equal)	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Make and Count Groups • More Than, Fewer Than • More Than • Fewer Than • Greater Than, Less Than
ELEMENT 2: NUMBER RELATIONSHIPS AND OPERATIONS	
<i>Goal 1: Children increasingly use numbers to describe relationships and to solve mathematical problems.</i>	
1. Use simple strategies to solve mathematical problems and communicate how they solved the problems	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou • Book: Five Delicious Muffins • Addition • Subtraction • Act Out Addition • Act Out Subtraction • Make and Count Groups • Add Groups • Subtract Groups
2. Combine and separate small groups of objects to make new groupings, and identify the resulting number in the group	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou • Book: Five Delicious Muffins • Addition • Subtraction • Act Out Addition • Act Out Subtraction • Make and Count Groups • Add Groups • Subtract Groups
3. Match two equal sets using one-to-one correspondence and understand they are the same	<ul style="list-style-type: none"> • One-to-One Correspondence • Make and Count Groups • Match Numbers
4. Use a range of strategies such as counting, matching to compare quantity in two sets of objects and describe the relationship with comparative terms (e.g., more, less, fewer, equal)	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Make and Count Groups • More Than, Fewer Than • More Than • Fewer Than • Greater Than, Less Than

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
ELEMENT 3: MEASUREMENT, CLASSIFICATION, AND DATA	
<i>Goal 1: Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.</i>	
1. Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., “I put all the big black buttons in this pile and the small black ones there.”)	<ul style="list-style-type: none"> • Song: Savanna Size • Book: Buttons, Buttons • Make Comparisons • Size • Length • Capacity • Big and Little • Heavy and Light • Tall and Short
2. Sort objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest • Book: Buttons, Buttons • Sort
3. Classify familiar objects into categories (e.g., fruits or vegetables)	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
4. Order objects by size or length (i.e., seriation)	<ul style="list-style-type: none"> • Song: Large, Larger, Largest • Order Size • Length • Short and Tall • Big and Little • Heavy and Light
5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long)	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Short and Tall • Capacity
6. Use terms such as before, after, now, later, tomorrow, and yesterday accurately	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Today • Yesterday/Tomorrow • Calendar/Graph Weather
ELEMENT 4: GEOMETRY AND SPATIAL REASONING	
<i>Goal 1: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.</i>	
1. Name common two- and three-dimensional shapes, and their parts and attributes (e.g., “A triangle has 3 points.”)	<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
2. Combine (i.e., compose) and separate (i.e., decompose) shapes to make other shapes.	<ul style="list-style-type: none"> • Geoboard • Tangrams

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
<i>Goal 1: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning continued.</i>	
3. Use terms such as on top of, beside, in front, etc. to communicate ideas about the relative position of objects	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Position • First, Middle, Last • First, Next, Last
4. Follow simple directions related to relative position (beside, between, next to, etc.)	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Position • First, Middle, Last • First, Next, Last
5. Complete a 9-12 piece jigsaw puzzle by looking at the picture and/or shapes	
SCIENCE	
ELEMENT 1: PHYSICAL SCIENCE	
<i>Goal 1: Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations.</i>	
1. Use evidence to discuss what makes something move the way it does and how some movements can be controlled	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario’s Neighborhood • Push and Pull
2. Describe objects by their physical properties and states of matter	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Matter; Rocks • Book: Pancakes Matter • Solid and Liquid
3. Investigate the differences between liquids and solids and explore how liquids can become solids, and solids become liquids	<ul style="list-style-type: none"> • Song: Solid or Liquid • Book: Pancakes Matter • Solid and Liquid
4. Use objects to make different sounds (e.g., put beans in a can to make 1 type of sound and in a plastic tub to make another type of sound)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
5. Demonstrate the relationship between shadows, the objects that make them, and the light source	<ul style="list-style-type: none"> • Book: My Family Campout • Sun

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
ELEMENT 2: LIFE SCIENCES	
<i>Goal 1: Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.</i>	
1. Describe how plants and animals, including people, grow and change over time.	<ul style="list-style-type: none"> • Song: Plants Are Growing • Mammals • Amphibians • Birds
2. Explain how animals including people use their senses to gather information (e.g., noses are for smelling)	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Touch • Hearing • Taste • Smell • Science Investigation • Body Parts • Parts of the Face
3. Describe how baby animals are similar yet different from their parents	<ul style="list-style-type: none"> • Mammals • Birds • Reptiles • Amphibians
4. Discuss how animals meet their needs for shelter (e.g., birds build nests)	<ul style="list-style-type: none"> • Book: Where In the World Would You Go Today? • Deserts
ELEMENT 3: EARTH AND SPACE SCIENCES	
<i>Goal 1: Children construct concepts about Earth’s systems, the impacts of human activity on these systems, and Earth’s place in the universe through observations, exploration, and investigations.</i>	
1. Record daily weather (e.g., sunny, rainy, snowy)	<ul style="list-style-type: none"> • Song: Precipitation • Weather • Calendar/Graph Weather
2. Describe patterns of weather over time (e.g., in the winter it is cold and snowy)	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That’s What I Like: A Book About Seasons • Spring • Summer • Fall • Winter • Weather
3. Recycle materials appropriately (e.g., compost food scraps)	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling
4. Investigate and ask questions about the properties of earth materials including water, soil, rocks, and sand.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Water • Book: Mela’s Water Pot • Materials • Magnets • Rocks • Water

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
ELEMENT 4: ENGINEERING DESIGN	
<i>Goal 1: Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.</i>	
1. Draw pictures that represent physical structures	Waterford encourages everyone to have drawing and art materials available for children’s creations.
2. Follow a simple visual plan to construct a structure	
3. Ask why and how questions to figure out how objects work	<ul style="list-style-type: none"> • Songs: The Scientific Method; Push and Pull • Science Investigation • Push and Pull
4. Use simple tools to construct solutions to problems	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Science Tools
5. Use classroom objects in novel ways to enhance child-directed play	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
SOCIAL STUDIES	
ELEMENT 1: INQUIRY	
<i>Goal 1: Children make sense of the world around them by actively gathering and interpreting information.</i>	
1. Ask questions and participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System • Push and Pull • Magnets
2. Collect, describe and record information through discussions, simple drawings, maps and charts	<ul style="list-style-type: none"> • Song: The Scientific Method • Books: Milton’s Mittens; One More Cat • Science Investigation • Observe a Simple System • Calendar/Graph Weather
3. Describe and discuss predictions, explanations and generalizations based on past experience	<ul style="list-style-type: none"> • Song: The Scientific Method • Book: Pancakes Matter • Science Investigation
ELEMENT 2: FAMILY AND COMMUNITY; CIVICS, GOVERNMENT, & SOCIETY	
<i>Goal 1: Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.</i>	
1. Identify various groups they belong to (e.g., family, class, neighborhood)	<ul style="list-style-type: none"> • Books: Mine; Jose Three • My Family • My Name Is Squirrel
2. Define group membership according to different contexts (e.g., class member, family members, T-ball team)	<ul style="list-style-type: none"> • Book: Play Ball • My Family
3. Describe their own family structure and family roles	<ul style="list-style-type: none"> • Come Inside • My Family
4. Act as citizens by demonstrating positive interactions with group members	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
<i>Goal 1: Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society continued.</i>	
5. Explain the need for rules in a variety of settings (e.g., home, classroom, playground), and for laws in the community	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
6. Describe roles and responsibilities of various occupations in their community (e.g., policeman, teachers, librarians)	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
ELEMENT 3: PHYSICAL & CULTURAL GEOGRAPHY	
<i>Goal 1: Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others’ cultures.</i>	
1. Identify features of the physical environment around them (e.g., roads, buildings, bodies of water)	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where In the World Would You Go Today? • Mountains • Oceans • Deserts • Rainforests
2. Describe or draw features of the geography of their classroom, home, and community	Waterford encourages everyone to have writing, drawing and art materials available for children’s creations.
3. Explain that people share the environment with other people, animals, and plants	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Conservation • Care of Earth
4. Describe ways people can help take care of the environment (e.g., recycle)	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Water • Care of Earth
5. Point out own physical and family characteristics and those of others	<ul style="list-style-type: none"> • Book: Mine; Jose Three • My Family
6. Respect physical and cultural differences of others	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds
ELEMENT 4: HISTORY	
<i>Goal 1: Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.</i>	
1. Differentiate between past, present, and future	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Books: Where in the World Would You Go Today?; I Can’t Wait • Calendar/Graph Weather • Today • Yesterday/Tomorrow
2. Describe events that happened in the past (e.g., family or personal history)	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Books: The Watermelon Seed; The Brothers; Mr. Lucky Straw
3. Explain how people live and what they do changes over time	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; That’s What I Like: A Book About Seasons • Spring • Summer • Fall • Winter

VERMONT STANDARDS	WATERFORD DIGITAL RESOURCES
<i>Goal 1: Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present continued.</i>	
4. Use concepts of before, after, yesterday, tomorrow with good accuracy	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Book: Where in the World Would You Go Today? • Calendar/Graph Weather • Yesterday/Tomorrow
5. Describe sequence of routines (e.g., getting ready to go outside) practiced in the past with good accuracy	<ul style="list-style-type: none"> • Book: Marty’s Mixed-Up Mom
ELEMENT 5: ECONOMICS	
<i>Goal 1: Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.</i>	
1. Describe how people interact economically (e.g., use money to purchase things or services)	<ul style="list-style-type: none"> • Song: Save Your Pennies • Books: Follow the Apples; Bugs For Sale
2. Describe roles and responsibilities of several occupations, especially those the child is familiar with (e.g., dentist, janitor, farmer)	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Mathematician Like Pythagoras; My Reptile Hospital
3. Identify basic needs people have (e.g., food, clothing)	<ul style="list-style-type: none"> • Song: Food from Plants • Book: Everybody Needs to Eat • Healthy Food • Food from Plants



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

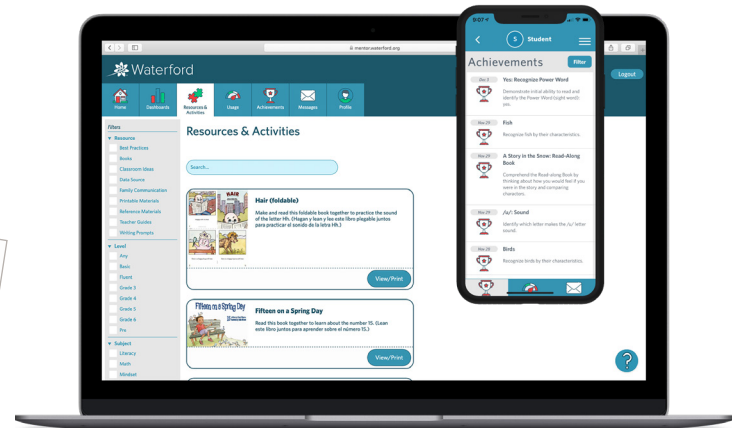
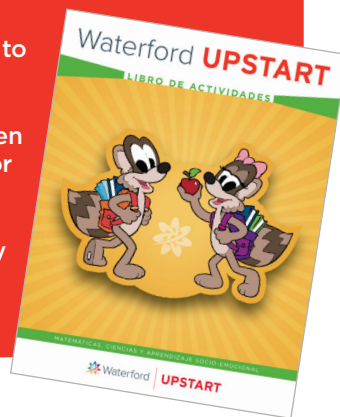
FAMILY ENGAGEMENT RESOURCES

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.