

CURRICULUM *Correlation*

*Waterford
UPSTART*

100%

*West Virginia
Pre-K Standards
(Ages 3-5) 2017*

TABLE OF CONTENTS

APPROACHES TO LEARNING	1	SCIENCE	12
Executive Functioning and Cognitive Self-Regulation	1	Science as Inquiry	12
Initiative and Curiosity	1	Scientific Knowledge	13
Persistence and Attentiveness	1	HEALTH AND PHYSICAL DEVELOPMENT	14
Cooperation	1	Safety Practices	14
SOCIAL AND EMOTIONAL DEVELOPMENT	2	Health Practices	14
Self-Concept	2	Gross Motor	14
Social Relationships	2	Fine Motor	15
Knowledge of Family and Community	3	THE ARTS	15
ENGLISH LANGUAGE ARTS	3	Music	15
Early Learning Foundations	3	Creative Movement	15
Reading	5	Visual Arts	15
Writing	6	Dramatic Play	16
Speaking and Listening	7	WATERFORD BOOKS AND RELATED ACTIVITIES	17
Language	8		
MATHEMATICS	9		
Counting and Cardinality	9		
Operations and Algebraic Thinking	10		
Number and Operations in Base Ten	10		
Measurement and Data	10		
Geometry	11		

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
APPROACHES TO LEARNING	
EXECUTIVE FUNCTIONING AND COGNITIVE SELF-REGULATION	
SUSTAIN ATTENTION, IMPULSE CONTROL, FLEXIBILITY IN THINKING	
Illustrate increasing abilities in impulse control.	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."
Demonstrate actions, words, and behaviors with increasing independence.	<ul style="list-style-type: none"> • Squirrel's Sketches • Perfect Present
INITIATIVE AND CURIOSITY	
INTEREST IN VARIED TOPICS AND EXPERIENCES, DESIRE TO LEARN, CREATIVENESS, AND INDEPENDENCE IN LEARNING	
Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	<ul style="list-style-type: none"> • Perfect Present • Soup's On!
Originate and combine ideas to learn and discuss a range of topics.	<ul style="list-style-type: none"> • Science Investigation • Informational Books (See titles at end of document.)
Inquire and investigate.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation
PERSISTENCE AND ATTENTIVENESS	
ENGAGEMENT IN ACTIVITIES WITH PERSISTENCE AND ATTENTION	
Persist in completing tasks, activities, projects, and experiences.	Waterford Early Learning 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.
Increase concentration over a reasonable amount of time despite distractions and interruptions.	Engaging activities throughout Waterford Early Learning hold children's attention as they concentrate on each task.
Engage in project or activity over an extended period of time.	Engaging activities throughout Waterford Early Learning hold children's attention as they concentrate on each task.
Continuously create, develop, and implement plans.	<ul style="list-style-type: none"> • Perfect Present • Party Time
Seek solutions to questions, tasks, or problems through trial and error.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
COOPERATION	
INTEREST AND ENGAGEMENT IN GROUP EXPERIENCES	
Initiate and engage in learning experiences and play with peers.	<ul style="list-style-type: none"> • Where's Papa?
Relate and share knowledge with peers.	<ul style="list-style-type: none"> • Marmot Basket • Clubhouse
Assemble and guide classroom activities.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL AND EMOTIONAL DEVELOPMENT	
SELF-CONCEPT	
DEVELOPMENT OF SELF-CONCEPT	
Describe themselves by using physical characteristics/traits (e.g., hair, body parts, and height).	<ul style="list-style-type: none"> • Book: Mine
Demonstrate growing confidence in their own developing skills and expresses pride in accomplishments.	<ul style="list-style-type: none"> • Squirrel's Sketches • Mama's Melody • Party Time!
Increase independence in a variety of activities, routines, and tasks.	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities.
DEVELOPMENT OF SELF-EXPRESSION AND SELF-AWARENESS	
Demonstrate progress in expressing needs, wants, and feelings.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair • Soup's On! • Lost and Found • Lost Dinosaur • Squirrel's Blocks
Express a broad range of emotions and recognize these emotions in self and others.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Lost and Found • Lost Dinosaur • Squirrel's Blocks • Where's Papa? • Boo Hoo Baby
Respond appropriately to different social situations.	<ul style="list-style-type: none"> • My Family • Clubhouse
SOCIAL RELATIONSHIPS	
DEVELOPMENT AND DEMONSTRATION OF PRO-SOCIAL BEHAVIORS	
Develop positive relationships with children and adults.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Find Me! • Where's Papa?
Show empathy and caring for others.	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby's Ball
Follow basic rules and routines.	Children follow routines independently as they progress through the Waterford Early Learning sequence of activities.
Use materials purposefully, safely, and responsibly.	Waterford's Social Emotional videos model positive, pro-social behaviors as children learn to care for the property of others as well as their own.
Develop and sustain friendships with peers.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
Manage transitions and begin to adapt to changes in routines.	<ul style="list-style-type: none"> • Soup's On!

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
COOPERATION	
Use communication skills to initiate or join classroom activities.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Engage in cooperative play.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
Take turns with materials and during experiences.	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Use and accept negotiation, compromise, and discussion to resolve conflicts.	Waterford’s Social Emotional videos model problem solving strategies that include individual methods as well as seeking adult help.
Accept guidance and direction from a variety of familiar adults.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair • Soup’s On!
Participate in a variety of classroom activities and tasks.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
KNOWLEDGE OF FAMILY AND COMMUNITY	
PROGRESSION OF UNDERSTANDING OF THEIR ROLE IN THE FAMILY AND COMMUNITY	
Understand and describe the interactive roles and relationships among family members.	<ul style="list-style-type: none"> • My Family • Boo Hoo Baby • Baby’s Ball • Dinner Time • The Picnic • Soup’s On!
Identify and describe roles of community members.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Understand similarities and respect differences among people (e.g., gender, race, special needs, culture, language, and family structure).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Identify themselves as a member of groups within a community.	<ul style="list-style-type: none"> • My Family • Clubhouse
Identify and describe locations and places in their community.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
ENGLISH LANGUAGE ARTS	
EARLY LEARNING FOUNDATIONS	
FLUENCY	
Retell familiar stories from text with some accuracy and details.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Look at Details • Sum Up, Five Ws • Sum Up, Remember Order

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
PHONICS AND WORD RECOGNITION	
Know the sounds associated with several letters.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound
Recognize their own name and words associated with environmental print.	<ul style="list-style-type: none"> • What's Your Name?
HANDWRITING	
Use a pincer grip to hold and manipulate tools for writing, drawing, and painting.	Waterford Early Learning encourages everyone to have writing, drawing, and art materials available for children's creations.
Use scribbles, shapes, pictures and letters to represent objects, stories, experiences, or ideas.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing
Attempt to independently write some familiar words.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Picture Writing • What's Your Name?
Write first name.	<ul style="list-style-type: none"> • What's Your Name?
PHONOLOGICAL AWARENESS	
Identify sounds or spoken words in the environment.	<ul style="list-style-type: none"> • Get Started with Sounds • Letter Sound • Choose a Sound • Where Is the Sound?
Recognize and produce 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
Separate words into syllables.	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Take Away Syllables
Replicate the beginning sound in a word.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound
PRINT CONCEPTS	
Show interest in shared reading and looking at books independently.	<ul style="list-style-type: none"> • Print Directionality Introduction • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
Demonstrate an understanding that writing conveys meaning.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures
Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message.	<p>Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
PRINT CONCEPTS <i>continued</i>	
Recognize that letters are grouped to form words and words are a unit of print.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words
Recognize and name some upper and lower case letters of the alphabet.	<ul style="list-style-type: none"> • Letter Pictures • Distinguish Letters (Alphabet Introduction) • ABC Songs • Name That Letter
READING	
KEY IDEAS AND DETAILS	
With prompting and support, ask and answer questions about details in a literary text.	<ul style="list-style-type: none"> • Look at Details • Find an Answer • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up, Five Ws
With prompting and support, retell stories in literary texts.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up, Remember Order • What Comes Next?
With prompting and support, identify characters, events, and setting in a literary text.	<ul style="list-style-type: none"> • Sum Up, Five Ws • Describe Characters • Look at Details
With prompting and support, ask and answer questions about details in an informational text.	<ul style="list-style-type: none"> • Informational Books • (See title at the end of document.) • Find an Answer
With prompting and support, identify the main topic and retell details of an informational text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Look at Details
(Begins in kindergarten.)	
CRAFT AND STRUCTURE	
With prompting and support, answer questions about unknown words in a literary text.	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.
(Begins in kindergarten.)	
With prompting and support, define the roles of author and illustrator in a literary text.	<ul style="list-style-type: none"> • Print Directionality Introduction
With prompting and support, ask questions about unknown words in an informational text.	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.

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
CRAFT AND STRUCTURE <i>continued</i>	
With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back).	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. All books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions highlighting text to show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality
With prompting and support, define the roles of author and illustrator of an informational text.	<ul style="list-style-type: none"> • Print Directionality Introduction
INTEGRATION OF KNOWLEDGE AND IDEAS	
With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	<ul style="list-style-type: none"> • Words Tell About the Pictures
With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children’s own experiences.	<ul style="list-style-type: none"> • Connect to Me
With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> • Books: Sound; Treasures from the Loom; The Pizza Book
(Begins in kindergarten.)	
(Begins in kindergarten.)	
RANGE OF READING AND TEXT COMPLEXITY	
(Begins in kindergarten.)	
(Begins in kindergarten.)	
WRITING	
TEXT TYPES AND PURPOSES	
With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book using discussion, experience, or texts.	Waterford Early Learning encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> • Read with Me Books • Informational Books (See titles at end of document.) • Dots, Lines and Circles • Letter Picture Writing
With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic using discussion, experience, or texts.	Waterford Early Learning encourages everyone to have writing, drawing, and art materials available for children’s creations. <ul style="list-style-type: none"> • Read with Me Books • Informational Books (See titles at end of document.) • Dots, Lines and Circles • Letter Picture Writing

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
TEXT TYPES AND PURPOSES <i>continued</i>	
<p>With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts.</p>	<p>Waterford Early Learning encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <ul style="list-style-type: none"> • Read with Me Books • Informational Books (See titles at end of document.) • First, Next, Last • Dots, Lines and Circles • Letter Picture Writing
PRODUCTION AND DISTRIBUTION OF WRITING	
(Begins in grade 3.)	
(Begins in kindergarten.)	
<p>With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).</p>	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.</p>
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
<p>With guidance and support, participate in shared research and writing during play (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
<p>With prompting and support, recall information from experiences to answer a question.</p>	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
(Begins in grade 4.)	
RANGE OF WRITING	
(Begins in grade 3.)	
SPEAKING AND LISTENING	
COMPREHENSION AND COLLABORATION	
<p>With prompting and support, participate in collaborative conversations about pre-k topics and texts with peers and adults through multiple exchanges.</p>	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.</p>
<p>With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details.</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) • Look at Details • Sum Up, Five Ws
<p>With prompting and support, ask and answer questions in order to seek help and get information.</p>	<ul style="list-style-type: none"> • Peek at the Story • Find an Answer • Science Investigation

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
PRESENTATION OF KNOWLEDGE AND IDEAS	
Describe familiar people, places, things, and events.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
With prompting and support, add drawings or other visual displays to descriptions as desired to provide additional details (e.g., 2- or 3-dimensional artwork).	Waterford Early Learning encourages everyone to have writing, drawing, and art materials available for children’s creations.
Use non-verbal communication or spoken language to express ideas, needs, and feelings.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair • Soup’s On! • Lost and Found • Lost Dinosaur • Squirrel’s Blocks
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
Communicate clearly enough to be understood by adults across a range of situations.	Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.
Pronunciation errors and grammatical errors are isolated and infrequent.	Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.
Show proficiency with prepositions, regular/irregular past tense, verb, possessives, and noun-verb agreement.	<ul style="list-style-type: none"> • Songs: Nouns; Preposition Ship; Verbs; It Happened Yesterday • Verbs • Nouns
Show an understanding of a variety of sentences.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
(Begins in Kindergarten.)	
KNOWLEDGE OF LANGUAGE	
(Begins in grade 2.)	
VOCABULARY ACQUISITION AND USE	
(Begins in Kindergarten.)	
With prompting and support, explore word categories and relationships among words.	<ul style="list-style-type: none"> • Vocabulary Introduction • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.)
Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms).	<ul style="list-style-type: none"> • Songs: Verbs; Adjectives Describe; Antonym Ant • Opposites • Verbs
Identify real-life connections between words and their meaning.	<p>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.</p> <ul style="list-style-type: none"> • Vocabulary Introduction

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
VOCABULARY ACQUISITION AND USE <i>continued</i>	
Distinguish meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.	<ul style="list-style-type: none"> • Songs: Verbs • Verbs
With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
MATHEMATICS	
COUNTING AND CARDINALITY	
NUMBER NAMES	
Count in sequence to 10 and beyond.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Dot to Dot
(Begins in kindergarten.)	
Begin to identify and write some numerals.	<ul style="list-style-type: none"> • Number Books • Explain Numbers • Number Instruction
COUNTING TO TELL THE NUMBER OF OBJECTS	
Understand the relationship between numbers and quantities; connect counting to cardinality.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Books • Number Instruction • Match Numbers • Make and Count Groups • One-to-One Correspondence • Bug Bits
Use one-to-one correspondence to count objects and match groups to objects.	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • Number Counting • One-to-One Correspondence • Match Numbers
Match quantity with number symbols; given a number up to 10, counts out that many objects	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • Number Instruction • One-to-One Correspondence • Match Numbers
Recognize quantity without counting up to five objects.	<ul style="list-style-type: none"> • Match Numbers • Bug Fun • Moving Target (Dots)
Count to answer, “how many?” questions up to 10 items.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • One-to-One Correspondence • Make and Count Groups • Number Instruction • Bug Fun • Match Numbers

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
COMPARING AND ORDERING NUMBERS	
Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies).	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • Greater Than, Less Than • More Than • Fewer Than
Identify first and last related to order or position.	<ul style="list-style-type: none"> • Songs: Monster Trucks; Ordinals • Book: The Circus Came to Town • Order Numbers • First, Middle, Last
OPERATIONS AND ALGEBRAIC THINKING	
COMPOSING AND DECOMPOSING NUMBERS	
Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; On the Bayou; Addition • Books: Five Delicious Muffins • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction • Addition Patterns
(Begins in kindergarten.)	
Identify parts in relationship to a whole.	<ul style="list-style-type: none"> • Song: Fractions • Book: Half for You and Half for Me • Equal Part Fractions
Duplicate, create, and extend simple patterns using concrete objects.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB; ABB; ABC
(Begins in kindergarten.)	
NUMBER AND OPERATIONS IN BASE TEN	
WORK WITH NUMBERS 11-19 TO GAIN FOUNDATIONS FOR PLACE VALUE	
(Begins in kindergarten.)	
MEASUREMENT AND DATA	
DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES	
With prompting and support, identify measurable attributes of objects, such as length and/or weight.	<ul style="list-style-type: none"> • Length • Capacity
Represent and interpret data.	<ul style="list-style-type: none"> • Song: Graphing; Tallying • Book: One More Cat • Calendar/Graph Weather
Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, long/short, big/little, light/heavy).	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than: Savanna Size • Book: For the Birds • Size • Heavy and Light • Big and Little • Tall and Short

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES <i>continued</i>	
Recognize and interpret information/symbols presented in tables and graphs.	<ul style="list-style-type: none"> • Songs: Graphing; Tallying • Books: One More Cat; Milton’s Mittens • Calendar/Graph Weather • Observe a Simple System
CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY	
Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Make and Count Groups
GEOMETRY	
IDENTIFY AND DESCRIBE SHAPES	
Describe objects in the environment.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
Use the names of basic shapes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind).	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Top, Beside, and Bottom • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last
Correctly name basic shapes regardless of their orientations or overall size.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
Sort two-and three-dimensional shapes and objects.	<ul style="list-style-type: none"> • Song: Same and Different • Sort • Similar Figures

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES	
Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides; Same and Different • Book: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Similar Figures
Create and build shapes from components (e.g., sticks and clay balls).	<ul style="list-style-type: none"> • Geoboard • Tangrams
With prompting and support, compose simple shapes to form larger shapes (e.g., “Can these two triangles, with full sides touching, join to make a rectangle?”)	<ul style="list-style-type: none"> • Geoboard • Tangrams
SCIENCE	
SCIENCE AS INQUIRY	
FOUNDATIONAL KNOWLEDGE OF SCIENTIFIC INQUIRY	
Ask questions that can be answered through active investigation.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System
Explore and discuss similarities and differences among objects and materials.	<ul style="list-style-type: none"> • Song: Same and Different • Make Comparisons • Similar Figures • Materials • Magnets
Investigate cause and effect relationships through exploration, manipulation and interaction with the environment (problem solving techniques).	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System • Magnets
Make predictions and brainstorm solutions.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools
UTILIZATION OF INQUIRY	
Identify the five senses and use them to make observations.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Taste • Touch • Smell

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
UTILIZATION OF INQUIRY <i>continued</i>	
Explore observational tools (e.g., magnifying glass, stethoscope) to extend the five senses.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Science Tools • Science Investigation • Sight • Hearing • Taste • Touch • Smell
Engage in scientific talk by utilizing words (e.g., observe, compare, contrast, measure, reflect, predict, plan).	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System
Communicate results, solutions, and conclusions through a variety of methods(e.g., verbal or visual representation).	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Calendar/Graph Weather • Observe a Simple System
SCIENTIFIC KNOWLEDGE	
UNDERSTANDING THE LIVING AND PHYSICAL WORLD	
Explore and describe the natural environment verbally or through representation.	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where In the World Would You Go Today? • Oceans • Rainforests • Deserts • Mountains • Ecosystems
Explore and describe changes in materials and relationships (e.g., cause/effect, seasons, life cycles, etc.).	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation; Plants Are Growing; Measuring Plants • Book: That’s What I Like, A Book About Seasons • Clouds • Spring • Summer • Fall • Winter • Mammals • Birds • Amphibians
Communicate awareness that people can impact the environment in positive and negative ways.	<ul style="list-style-type: none"> • Songs: Conservation; Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
HEALTH AND PHYSICAL DEVELOPMENT	
SAFETY PRACTICES	
Participate in safety stories, games, and drills (e.g., bus, fire, bike, and strangers).	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs
Recognize symbols indicating danger (e.g., STOP signs, Mr. Yuk sticker).	At the end of a session in Waterford, a narrated pop-up with a character holding a stop sign appears letting students know it is time to stop.
Respond appropriately to harmful and unsafe situations.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Follow classroom and community safety rules and routines (e.g., fire drills, bus rules, pedestrian safety).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
With prompting and support, communicate an understanding of the importance of safety routines and rules.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
HEALTH PRACTICES	
HEALTHY DEVELOPMENT	
Complete personal care tasks (e.g., dressing, brushing teeth, toileting, and washing hands) independently.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness • Teeth
Participate in structured and unstructured physical activities in order to enhance fitness.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest
Communicate an understanding of the importance of healthy routines (e.g., appropriate times to wash hands).	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs
Demonstrate knowledge and skills that help promote nutritious food choices and eating habits (e.g., distinguish food as healthy or unhealthy; acknowledge moderation).	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time
GROSS MOTOR	
GROSS MOTOR DEVELOPMENT	
Develop motor control for a range of physical activities (e.g., walking, 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.
Develop motor coordination and skill in using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting a ball, and riding a tricycle).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Demonstrate increased balance (e.g., balance beam, riding equipment, and play structures).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
GROSS MOTOR DEVELOPMENT <i>continued</i>	
Demonstrate awareness of own body and other people's space during interactions.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Move body in relation to objects to effectively perform tasks (e.g., kick a ball, pedal a tricycle).	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
FINE MOTOR	
FINE MOTOR DEVELOPMENT	
Demonstrate increased ability, strength, dexterity, and control to manipulate and use tools (e.g., scissors, staplers, hammers, and eating utensils).	The daily use of a touch pad or mouse develops hand-eye coordination.
Demonstrate increased accuracy of eye-hand coordination and use of opposing hand movements (e.g., building with blocks, stringing with beads, cutting with scissors, and putting puzzles together).	The daily use of a touch pad or mouse develops hand-eye coordination.
Explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).	Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.
Demonstrate increased ability with self-help skills (e.g., buttoning, zipping, and lacing).	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
THE ARTS	
MUSIC	
Participate in music activities (e.g., listening, singing, and finger plays).	Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.
Create music through a variety of techniques and tools (e.g., clapping, playing musical instruments, and using items from nature to create a beat).	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Experiment with traditional and nontraditional musical instruments.	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Express what is felt and heard through musical elements (e.g., tempo and style).	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
CREATIVE MOVEMENT	
Move to different patterns of beat and rhythm in music.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody
Use creative movement to express ideas or feelings and concepts.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody
VISUAL ARTS	
Express thoughts and feelings through creative artwork (e.g., drawing, sculpting, and painting).	Waterford Early Learning encourages everyone to have writing, drawing, and art materials available for children's creations.
Communicate ideas, experiences, and knowledge through creative artwork.	Waterford Early Learning encourages everyone to have writing, drawing, and art materials available for children's creations.
Demonstrate a growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches • Party Time!

WEST VIRGINIA STANDARDS	WATERFORD DIGITAL RESOURCES
VISUAL ARTS <i>continued</i>	
Describe one's own artwork.	<ul style="list-style-type: none"> • Squirrel's Sketches • Mama's Melody
Explore colors, textures, and techniques using different mediums (e.g., clay, natural materials, wood, sewing, digital graphics, and photography).	Waterford Early Learning encourages everyone to have writing, drawing, and art materials available for children's creations. <ul style="list-style-type: none"> • Materials
DRAMATIC PLAY	
Participate in a variety of pretend play to explore various roles (e.g., family and community members in the dramatic play area, blocks, and outdoors).	<ul style="list-style-type: none"> • Papa's Play
Use dialogue, actions, and objects to tell a story and communicate ideas, feelings, experiences, and knowledge.	<ul style="list-style-type: none"> • Papa's Play
Show creativity through the use of materials in pretend play (e.g., costume pieces, props, puppets, and fabrics).	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Utilize representation and symbolic play to extend play scenarios and create props for play (e.g., a block as a telephone or material as clothing).	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.



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

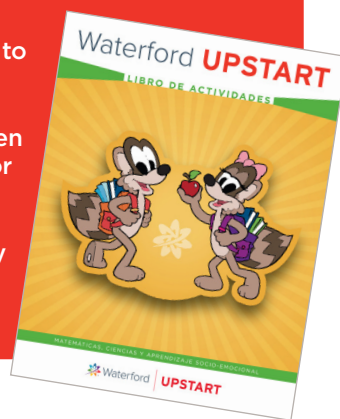
FAMILY ENGAGEMENT RESOURCES

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.