

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*Wisconsin Model  
Early Learning  
Standards  
(2017 Edition)*

# TABLE OF CONTENTS

<b>I. HEALTH AND PHYSICAL DEVELOPMENT . . . . .</b>	<b>1</b>
A. Physical Health and Development. . . . .	1
B. Motor Development. . . . .	1
C. Sensory Organization. . . . .	1
<b>II. SOCIAL AND EMOTIONAL DEVELOPMENT. . . . .</b>	<b>2</b>
A. Emotional Development. . . . .	2
B. Self-Concept. . . . .	2
C. Social Competence:. . . . .	2
<b>III. LANGUAGE DEVELOPMENT AND COMMUNICATION</b>	<b>3</b>
A. Listening and Understanding. . . . .	3
B. Speaking and Communicating. . . . .	3
C. Early Literacy	
<b>IV. APPROACHES TO LEARNING. . . . .</b>	<b>4</b>
A. Curiosity, Engagement, and Persistence. . . . .	4
B. Creativity and Imagination . . . . .	5
C. Diversity In Learning. . . . .	6
<b>V. COGNITION AND GENERAL KNOWLEDGE . . . . .</b>	<b>6</b>
A. Exploration, Discovery, and Problem Solving. . . . .	6
B. Mathematical Thinking . . . . .	8
C. Scientific Thinking. . . . .	8
<b>WATERFORD BOOKS AND RELATED ACTIVITIES . . . . .</b>	<b>9</b>

WISCONSIN STANDARDS	WATERFORD RESOURCES
<b>I. HEALTH AND PHYSICAL DEVELOPMENT</b>	
<b>A. PHYSICAL HEALTH AND DEVELOPMENT: CHILDREN IN WISCONSIN WILL BE PHYSICALLY HEALTHY AND WILL BE ABLE TO EFFECTIVELY CARE FOR THEIR OWN PHYSICAL NEEDS.</b>	
A.EL.1a. Demonstrates behaviors to meet self-help and physical needs. Sleep	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> <li>• Boo Hoo Baby</li> </ul>
A.EL.1b. Demonstrates behaviors to meet self-help and physical needs. Dressing	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
A.EL.1c. Demonstrates behaviors to meet self-help and physical needs. Toileting	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
A.EL.1d. Demonstrates behaviors to meet self-help and physical needs. Eating	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
A.EL.2 Demonstrates behaviors to meet safety needs.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> <li>• Song: Sun Blues</li> <li>• Sun</li> </ul>
A.EL.3 Demonstrates a healthy life style.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Healthy Food</li> <li>• Exercise and Rest</li> <li>• Teeth</li> </ul>
<b>B. MOTOR DEVELOPMENT: CHILDREN IN WISCONSIN WILL DEVELOP AND REFINE THEIR USE OF SMALL AND GROSS MOTOR SKILLS.</b>	
B.EL.1a Moves with strength, control, balance, coordination, locomotion, and endurance. Purpose and Coordination	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> <li>• Song: Head, Shoulders, Knees, and Toes</li> <li>• Book: We All Exercise</li> </ul>
B.EL.1b Moves with strength, control, balance, coordination, locomotion, and endurance. Balance and Strength	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> <li>• Song: Head, Shoulders, Knees, and Toes</li> <li>• Book: We All Exercise</li> </ul>
B.EL.2 Exhibits eye-hand coordination, strength, control, and object manipulation.	Interaction with Waterford software requires children to manipulate a mouse or touchpad. The daily use of a touch pad or mouse develops eye-hand coordination, hand strength, and dexterity.
<b>C. SENSORY ORGANIZATION: CHILDREN IN WISCONSIN WILL INTEGRATE INPUT FROM ALL SENSORY SYSTEMS AND LEARN TO RESPOND APPROPRIATELY AND AUTOMATICALLY WITHIN THEIR ENVIRONMENT.</b>	
C.EL. 1 Uses senses to take in, experience, integrate, and regulate responses to the environment.	<ul style="list-style-type: none"> <li>• Songs: Five Senses; I Am Part of All I See</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>

WISCONSIN STANDARDS	WATERFORD RESOURCES
<b>II. SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>A. EMOTIONAL DEVELOPMENT: CHILDREN IN WISCONSIN WILL DEMONSTRATE EMOTIONAL COMPETENCE AND SELF REGULATION.</b>	
A.EL. 1 Expresses a wide range of emotions.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Find Me!</li> <li>• Soup's On!</li> <li>• Lost and Found</li> <li>• Where's Papa</li> <li>• Clubhouse</li> <li>• My Family</li> </ul>
A.EL. 2 Understands and responds to others' emotions.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>
<b>B. SELF-CONCEPT: CHILDREN IN WISCONSIN WILL HAVE A PERSONAL SENSE OF WELL BEING.</b>	
B.EL. 1 Develops positive self-esteem.	<ul style="list-style-type: none"> <li>• My Family: My Name is Squirrel</li> <li>• Clubhouse</li> <li>• Squirrel's Sketches</li> </ul>
B.EL. 2 Demonstrates self-awareness.	<ul style="list-style-type: none"> <li>• My Family: My Name is Squirrel</li> <li>• Clubhouse</li> <li>• Squirrel's Sketches</li> </ul>
<b>C. SOCIAL COMPETENCE: CHILDREN IN WISCONSIN WILL FORM AND MAINTAIN SECURE RELATIONSHIPS AND GAIN UNDERSTANDING OF SOCIAL SYSTEMS.</b>	
C.EL. 1 Demonstrates attachment, trust, and autonomy.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Where's Papa?</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Clubhouse</li> </ul>
C.EL. 2 Engages in social interaction and plays with others.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Party Time</li> <li>• Find Me!</li> <li>• Musical Mayhem</li> </ul>
C.EL. 3 Demonstrates understanding of rules and social expectations.	<p>Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p> <ul style="list-style-type: none"> <li>• Musical Mayhem</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Do I Have To?</li> <li>• My Family</li> </ul>
C.EL. 4 Engages in social problem solving behavior and learns to resolve conflict.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> </ul>



WISCONSIN STANDARDS	WATERFORD RESOURCES
<b>III. LANGUAGE DEVELOPMENT AND COMMUNICATION</b>	
<b>A. LISTENING AND UNDERSTANDING: CHILDREN IN WISCONSIN WILL CONVEY AND INTERPRET MEANING THROUGH LISTENING AND UNDERSTANDING.</b>	
A.EL. 1 Derives meaning through listening to communications of others and sounds in the environment.	Waterford's Social Emotional videos model conversations and discussions between various characters as they listen and respond to each other. <ul style="list-style-type: none"> <li>• Common Sounds</li> <li>• Hearing</li> </ul>
A.EL. 2 Listens and responds to communications with others.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate.
A.EL. 3 Follows directions of increasing complexity.	As children engage with the Waterford courseware, they are frequently asked to follow multi-step directions.
<b>B. SPEAKING AND COMMUNICATING: CHILDREN IN WISCONSIN WILL CONVEY AND INTERPRET MEANING THROUGH SPEAKING AND OTHER FORMS OF COMMUNICATING.</b>	
B. EL. 1 Uses gestures and movements (non-verbal) to communicate.	<ul style="list-style-type: none"> <li>• Sing Around the World Song</li> <li>• See "Family Engagement Resources" at end of document.</li> </ul>
B. EL. 2a Uses vocalizations and spoken language to communicate. Language Form (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure)	<ul style="list-style-type: none"> <li>• Songs: What is a Sentence?; Nouns; Verbs</li> <li>• Sentences</li> <li>• Nouns</li> <li>• Verbs</li> </ul>
B. EL. 2b Uses vocalizations and spoken language to communicate. Language Content (Semantics: rule system for establishing meaning of words, individually and in combination)	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
B. EL. 2c Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context)	Social Emotional videos model conversations and discussions between various characters that demonstrate language in context with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
<b>C. EARLY LITERACY: CHILDREN IN WISCONSIN WILL HAVE THE LITERACY SKILLS AND CONCEPTS NEEDED TO BECOME SUCCESSFUL READERS AND WRITERS.</b>	
C. EL. 1 Develops ability to detect, manipulate, or analyze the auditory parts of spoken language.	<ul style="list-style-type: none"> <li>• Get Started With Sounds</li> <li>• Find the Picture</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Blend Decodable Words</li> <li>• Blend Every Sound</li> <li>• Blend Individual Phonemes</li> <li>• Where Is the Sound?</li> <li>• One, Two, Three Sounds</li> <li>• Phoneme Segmentation</li> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> <li>• Choose a Sound</li> <li>• Blend Onset/Rime</li> </ul>

WISCONSIN STANDARDS	WATERFORD RESOURCES
<b>C. EARLY LITERACY: CHILDREN IN WISCONSIN WILL HAVE THE LITERACY SKILLS AND CONCEPTS NEEDED TO BECOME SUCCESSFUL READERS AND WRITERS <i>continued.</i></b>	
C. EL. 2 Understands concept that the alphabet represents the sounds of spoken language and the letters of written language.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Name That Letter Sound</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Letter Pictures</li> <li>• Letters Make Words</li> <li>• Print Concepts</li> <li>• Distinguish Letters</li> <li>• Letter Checker</li> <li>• Name That Letter</li> <li>• What’s Your Name?</li> </ul>
C. EL. 3 Shows appreciation of books and understands how print works.	<p>Online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. Some examples showing the sequence of print with highlighted text include the following:</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> </ul> <p>(See titles at end of document.)</p>
C. EL. 4 Uses writing to represent thoughts or ideas.	<p>Waterford encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>
<b>IV. APPROACHES TO LEARNING</b>	
<b>A. CURIOSITY, ENGAGEMENT, AND PERSISTENCE: CHILDREN IN WISCONSIN WILL USE CURIOSITY, ENGAGEMENT AND PERSISTENCE TO EXTEND THEIR LEARNING.</b>	
A.EL. 1 Displays curiosity, risk-taking, and willingness to engage in new experiences.	<ul style="list-style-type: none"> <li>• 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</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Perfect Present</li> </ul>
A.EL. 2 Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• 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</li> <li>• Science Investigation</li> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Observe a Simple System</li> </ul>



WISCONSIN STANDARDS	WATERFORD RESOURCES
<b>A. CURIOSITY, ENGAGEMENT, AND PERSISTENCE: CHILDREN IN WISCONSIN WILL USE CURIOSITY, ENGAGEMENT AND PERSISTENCE TO EXTEND THEIR LEARNING <i>continued</i>.</b>	
A.EL. 3 Exhibits persistence and flexibility.	Waterford helps children build persistence by allowing them to click “Listen Again” to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
<b>B. CREATIVITY AND IMAGINATION: CHILDREN IN WISCONSIN WILL USE INVENTION, IMAGINATION, AND PLAY TO EXTEND THEIR LEARNING.</b>	
B. EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Perfect Present</li> <li>• Soup’s On!</li> <li>• Materials</li> <li>• Create Your Own Environment: Mammals; Worms; Fish; Insects; Water; Precipitation; Constellations; Birds; Spiders; Winter; Plants; Amphibians</li> </ul>
B. EL. 2 Expresses self creatively through music, movement, and art.	<p>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.</p> <ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Squirrel’s Sketches</li> </ul>
<b>C. DIVERSITY IN LEARNING: CHILDREN IN WISCONSIN WILL ENGAGE IN DIVERSE APPROACHES TO LEARNING THAT REFLECT SOCIAL AND CULTURAL CONTEXTS SUCH AS BIOLOGY, FAMILY HISTORY, CULTURE, AND INDIVIDUAL LEARNING STYLES.</b>	
C. EL. 1 Experiences a variety of routines, practices, and languages.	<ul style="list-style-type: none"> <li>• Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)</li> </ul>
C. EL. 2 Learns within the context of his/her family and culture.	Waterford Early Learning provides Native Language Support. With this feature enabled, when the student clicks ‘Repeat’ they hear the instructions again in their Native Language followed immediately in English.

WISCONSIN STANDARDS	WATERFORD RESOURCES
<p><b>C. DIVERSITY IN LEARNING: CHILDREN IN WISCONSIN WILL ENGAGE IN DIVERSE APPROACHES TO LEARNING THAT REFLECT SOCIAL AND CULTURAL CONTEXTS SUCH AS BIOLOGY, FAMILY HISTORY, CULTURE, AND INDIVIDUAL LEARNING STYLES <i>continued.</i></b></p>	
<p>C. EL. 3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.</p>	<p>Waterford Early Learning activities include many learning styles as students are encouraged verbally to “Say it with me!” or kinesthetically to “Trace the letter with your finger” or “Clap the syllables you hear”. The engaging graphics provide memorable visual presentations, while Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p>
<p><b>V. COGNITION AND GENERAL KNOWLEDGE</b></p>	
<p><b>A. EXPLORATION, DISCOVERY, AND PROBLEM SOLVING: CHILDREN IN WISCONSIN WILL DEVELOP THEIR CAPACITY TO USE COGNITIVE SKILLS AS A TOOL TO ACQUIRE KNOWLEDGE AND SKILLS. THESE SKILLS INCLUDE REASONING, REFLECTION, AND INTERPRETATION.</b></p>	
<p>A. EL. 1 Uses multi-sensory abilities to process information.</p>	<p>Activities in Waterford are aural and visual with text shown and highlighted as the narrator reads aloud. Students may be asked to touch the screen, say or sing along, or manipulate the cursor. Opportunities to explore additional multi-sensory instruction may be found with “Family Engagement Resources” activities such as “A Spring Snack, Craft, and Book” which involves sight, hearing, touch, taste, and smell. See “Family Engagement Resources” at end of document.</p>
<p>A. EL. 2 Understands new meanings as memory increases.</p>	<p>Waterford online books include bolded vocabulary words that children learn to click in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a popup with the definition and an illustration.</p> <ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Read With Me Books</li> <li>• Informational Books</li> </ul> <p>(See titles at end of document.)</p>
<p>A. EL. 3 Applies problem solving skills.</p>	<ul style="list-style-type: none"> <li>• Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</li> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Perfect Present</li> <li>• Boo Hoo Baby</li> </ul>



WISCONSIN STANDARDS	WATERFORD RESOURCES
<b>B. MATHEMATICAL THINKING: CHILDREN IN WISCONSIN WILL UNDERSTAND AND USE EARLY MATHEMATICAL CONCEPTS AND LOGICAL THINKING PROCESSES TO EXTEND THEIR LEARNING</b>	
B. EL. 1 Demonstrates an understanding of numbers and counting.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Recognition and Sense</li> <li>• Number Instruction</li> <li>• Number Counting</li> <li>• Counting Songs</li> <li>• Counting Puzzle</li> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> </ul>
B. EL. 2 Understands number operations and relationships.	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Act Out Addition</li> <li>• Add Groups</li> <li>• Subtraction</li> <li>• Act Out Subtraction</li> <li>• Subtract Groups</li> </ul>
B. EL. 3 Explores, recognizes, and describes, shapes and spatial relationships.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites; Get Over the Bugs; Positioning</li> <li>• Books: The Shape of Things; Imagination Shapes; Up in the Air</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> <li>• Position</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• First, Next, Last</li> <li>• First, Middle, Last</li> </ul>
B. EL. 4 Uses the attributes of objects for comparison and patterning.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than; Train Station Patterns; Savanna Size; Large, Larger, Largest</li> <li>• Book: For the Birds</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• Patterns AB, ABB, ABC</li> <li>• Size</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Capacity</li> <li>• Tall and Short</li> <li>• Order Size</li> <li>• Length</li> </ul>

WISCONSIN STANDARDS	WATERFORD RESOURCES
<b>B. MATHEMATICAL THINKING: CHILDREN IN WISCONSIN WILL UNDERSTAND AND USE EARLY MATHEMATICAL CONCEPTS AND LOGICAL THINKING PROCESSES TO EXTEND THEIR LEARNING</b> <i>continued</i>	
B. EL. 5 Understands the concept of measurement.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> </ul>
B. EL. 6 Collects, describes, and records information using all senses.	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Five Senses</li> <li>• Science Investigation</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> </ul>
<b>C. SCIENTIFIC THINKING: CHILDREN IN WISCONSIN WILL UNDERSTAND AND USE SCIENTIFIC TOOLS AND SKILLS TO EXTEND THEIR LEARNING.</b>	
C. EL. 1 Uses observation to gather information.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• 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</li> <li>• Calendar/Graph Weather</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
C. EL. 2 Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• 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</li> <li>• Science Investigation</li> <li>• Build Knowledge</li> </ul>
C. EL. 3 Hypothesizes and makes predictions.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• 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</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Peek at the Story</li> </ul>
C. EL. 4 Forms explanations based on trial and error, observations, and explorations.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• 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</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Capacity</li> </ul>



**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

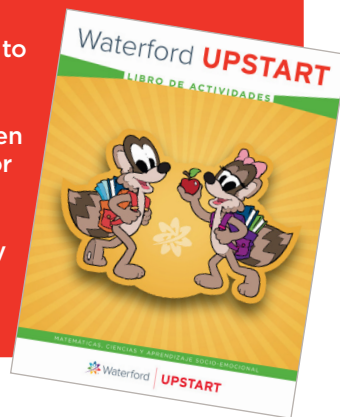
## FAMILY ENGAGEMENT RESOURCES

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.