CURRICULUM
Correlation

Waterford Upstart

100%

Reading Initiative for Student Excellence (R.I.S.E): Arkansas Early Learning Standards for Preschool
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### ARKANSAS R.I.S.E. STANDARDS

#### LANGUAGE DEVELOPMENT

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<th>LD1. RECEPTIVE LANGUAGE</th>
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<tbody>
<tr>
<td><strong>LD1.1 UNDERSTANDS AND RESPONDS TO LANGUAGE (IN CHILD’S HOME LANGUAGE)</strong></td>
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<tr>
<td>Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)</td>
<td>• Songs: Nouns; Verbs; Adjectives Describe</td>
</tr>
</tbody>
</table>
| Responds to increasingly complex “Who,” “What,” “Why,” and “Where” questions | • Sum Up: Five Ws  
• Peek at the Story |
| Follows increasingly more detailed, multi-step directions (e.g., “Please put away your markers, put your picture in your cubby, and join us on the carpet”) | Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions. |

#### LD2. EXPRESSIVE LANGUAGE

| LD2.1 USES INCREASINGLY COMPLEX VOCABULARY, GRAMMAR, AND SENTENCE STRUCTURE (IN CHILD’S HOME LANGUAGE) | |
| Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions | • Songs: Positioning; Adjectives Describe  
• Vocabulary Introduction  
• Lost and Found  
• Boo Hoo Baby  
• Baby’s Ball  
• Musical Mayhem |
| Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases in a sentence) | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development. |
| Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words | Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly. |

#### LD3. COMMUNICATION SKILLS

<p>| LD3.1 COMMUNICATES USING SOCIAL AND CONVERSATIONAL RULES | |
| Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics | Waterford’s social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. |
| With support and reminders, uses social rules of language with increasing consistency and ability to apply rules in both familiar and unfamiliar settings | Social-emotional videos model conversations between characters and demonstrate appropriate conversation rules as they develop ideas and communicate in complete sentences. |</p>
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<td><strong>LD4. ENGLISH LANGUAGE DEVELOPMENT</strong></td>
<td>Waterford helps develop children’s vocabulary. They may be encouraged to respond orally, follow directions, or sing along with songs.</td>
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<td>LD4.1 Demonstrates progress in attending to, understanding, and responding to English</td>
<td>English Language Learners often thrive due to the scaffolded support and individual learning practice they receive while interacting with Waterford.</td>
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<tr>
<td>LD4.2 Demonstrates progress in speaking and expressing self in English</td>
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**EMERGENT LITERACY**

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<tr>
<th>EL1. ENGAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS</th>
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**EL1.1 SHOWS INTEREST IN LITERACY EXPERIENCES**

- Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play

  - Read with Me Books
  - Sing a Rhyme Songs/Books
  - Read-Along Books
  - Informational Books
  (See titles at end of document.)
  - Dots, Lines, and Circles
  - Letter Trace (Letter Picture Writing)

- Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)

  - Read with Me Books
  - Sing a Rhyme Songs/Books
  - Read-Along Books
  - Traditional Tales
  - Informational Books
  (See titles at end of document.)
  - Biographies: 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

**EL1.2 ENGAGES IN READ-ALOUDS AND CONVERSATIONS ABOUT BOOKS AND STORIES**

- With modeling and support, discusses predictions, cause-and-effect relationships, story-related problems and resolutions, and connections to other books and own experience

  - Peek at the Story
  - What Comes Next?
  - Connect to Me
  - Read with Me Books
  - Sing a Rhyme Songs/Books
  - Read-Along Books
  - Informational Books
  (See titles at end of document.)

- Pretends to read, describing what is happening and using some language from the book with pictures as cues

  - Read with Me Books
  - Sing a Rhyme Songs/Books
  - Read-Along Books
  (See titles at end of document.)
  - Picture Clues
  - Picture Story
  - Sum Up: Remember Order
### ARKANSAS R.I.S.E. STANDARDS

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| Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships | Read with Me Books  
Sing a Rhyme Songs/Books  
Read-Along Books  
Informational Books  
(See titles at end of document.)  
Sum Up: Five Ws  
Sum Up: Remember Order  
Describe Characters |
| Demonstrates knowledge from informational texts in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, “We learned in that other book that owls stay awake at night and sleep during the day.”) | Informational Books  
Science Books  
(See titles at end of document.)  
Build Knowledge  
Connect to Me  
Vocabulary Instruction |

### EL2. PHONOLOGICAL AWARENESS

#### EL2.1 NOTICES AND MANIPULATES THE SOUNDS OF LANGUAGE

| Decides whether two words rhyme | Rhyming Words  
Rhyme  
Rhyme Match  
Finish the Picture  
One Doesn’t Rhyme |
| Shows awareness that some words begin with the same sound (e.g., “Sam and Selena start with the same sound!”) | Initial Sound  
Right Initial Sound  
Choose a Sound  
Letter Sound  
Sound Room |
| Shows awareness of separate words in sentences | Print Concepts  
Print Directionality |
| Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language) with decreasing need for modeling or visual supports | Blend Phonemes  
Blend Every Sound (Phonemes)  
Blending Dragon  
Blending Riddles  
Phoneme Eliminator  
Phoneme Segmentation |

### EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS

#### EL3.1 Responds to Features of Books and Print

| Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills | Read with Me Books  
Sing a Rhyme Songs/Books  
Informational Books  
Decodable Books  
(See titles at end of document.)  
Print Directionality Introduction |
| Knows some features of a book (e.g., title, author, illustrator) | Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.  
Print Directionality Introduction |
### ARKANSAS R.I.S.E. STANDARDS

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### EL3.2 SHOWS KNOWLEDGE OF THE SHAPES, NAMES, AND SOUNDS OF LETTERS

| Recognizes and names an increasing number of letters correctly, especially those in own name |
| Produces the correct sounds for an increasing number of letters |
| Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks “How do you spell fish?”) |

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### EL3.3 DEMONSTRATES EMERGENT WRITING SKILLS

| Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas |
| Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces |
| Writes an increasing number of letters correctly, especially those in own name |
| Writes first name with or without mistakes |
| Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk) |

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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

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 Piñata; 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)**
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**

**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 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

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford Upstart families. Please visit Waterford Upstart to see the most current resources and activities.

WATERFORD UPSTART

Waterford Upstart is a secure website where 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 thousands 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 Upstart.

SAMPLE RESOURCES & ACTIVITIES

Families can find 1,000s of resources and activities in English and Spanish at Waterford Upstart. Here are some examples.

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; Hil 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 Six 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 (All 350+ books available in English and Spanish)

Mine; José Three; My Super Sticky Sandwich; Ooey, Gooey 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.