

CURRICULUM *Correlation*

*Waterford
Upstart*

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*Arizona
Department
of Education
Early Learning
Standards May
2018*

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ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL EMOTIONAL STANDARD	
STRAND 1: SELF	
CONCEPT 1: SELF-AWARENESS <i>The child demonstrates an awareness of self.</i>	
a. Demonstrates self-confidence.	<ul style="list-style-type: none"> • Clubhouse • Squirrel's Sketches • Soup's On!
b. Makes personal preferences known to others.	<ul style="list-style-type: none"> • Books: I Hate Peas; Ooey, Goopy Mud; Bad News Shoes • Clubhouse • Squirrel's Sketches • Soup's On!
c. Demonstrates knowledge of self-identity/autonomy.	<ul style="list-style-type: none"> • Book: Mine; José Three • Come Inside • My Family • Clubhouse
d. Shows an awareness of similarities and differences between self and others.	<ul style="list-style-type: none"> • Song: Same and Different • Books: In the Rain; Seeing Fingers; Mine • Clubhouse • Come Inside • My Family
e. Demonstrates developmentally appropriate cultural curiosity and responsiveness.	<ul style="list-style-type: none"> • Sing Around the World Songs
CONCEPT 2: RECOGNIZES AND EXPRESSES FEELINGS <i>The child recognizes and expresses feelings of self and others.</i>	
a. Associates emotions with words, facial expressions and body language.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair! • Do I Have To? • Boo Hoo Baby <p>Resources:</p> <ul style="list-style-type: none"> • Emotion Cards • Lots of Feelings • Guess How I'm Feeling
b. Identifies, describes, and expresses their own feelings.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair • Do I Have To? <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Emotion Cards
c. Identifies and describes feelings of others.	<ul style="list-style-type: none"> • Musical Mayhem • Boo Hoo Baby • Baby's Ball <p>Resources:</p> <ul style="list-style-type: none"> • Emotion Cards • Lots of Feelings

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 2: RECOGNIZES AND EXPRESSES FEELINGS <i>continued</i> <i>The child recognizes and expresses feelings of self and others.</i>	
d. Expresses feelings of satisfaction in independent activities	<ul style="list-style-type: none"> • Squirrel's Sketches • Party Time • Boo Hoo Baby
e. Expresses empathy for others.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Noisy Children • Musical Mayhem
CONCEPT 3: SELF-REGULATION <i>The child manages the expression of feelings, thoughts, impulses, and behaviors.</i>	
a. Understands and follows expectations in the learning environment.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
b. Adjusts behavior and adapts to transitions, daily routines, and unexpected events.	<ul style="list-style-type: none"> • Soup's On! • Do I Have To? <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids
c. Chooses appropriate words and actions.	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."
STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS	
CONCEPT 1: ATTACHMENT <i>The child demonstrates the ability to engage in and maintain secure relationships.</i>	
a. Expresses interest, curiosity, and trust with familiar adults.	<ul style="list-style-type: none"> • My Family • Where's Papa <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings
b. Seeks support from familiar adults.	<ul style="list-style-type: none"> • Lost and Found • Find Me! • Lost Dinosaur <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings
d. Separates from familiar adult with minimal distress.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development.
CONCEPT 2: SOCIAL INTERACTIONS <i>The child displays positive social behavior.</i>	
a. Responds when adults or other children initiate interactions.	<ul style="list-style-type: none"> • Find Me! • Where's Papa? • Marmot's Basket • Soup's On! • Musical Mayhem

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 2: SOCIAL INTERACTIONS <i>continued</i> <i>The child displays positive social behavior.</i>	
b. Initiates and sustains positive interactions with adults and other children.	<ul style="list-style-type: none"> • Find Me! • Soup’s On! • Where’s Papa? • Marmot’s Basket • Musical Mayhem • Mama’s Melody
c. Acknowledges someone’s perspective by demonstrating positive ways to resolve conflict.	Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
CONCEPT 3: RESPECT <i>The child has an increasing capacity to understand social boundaries about behavior and the environment.</i>	
a. Respects the rights and property of others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others.
b. Defends own rights and the rights of others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect and defend the rights of others as well as their own.
c. Shows respect for learning materials in the learning environment.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
APPROACHES TO LEARNING STANDARD	
STRAND 1: INITIATIVE AND CURIOSITY	
CONCEPT 1: INITIATIVE <i>The child demonstrates motivation, independence, and responsibility while participating in a range of activities and routines.</i>	
a. Seeks interaction with others.	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Where’s Papa? • Find Me! • Lost and Found • Perfect Present • Pretend Play
b. Demonstrates independence during activities, routines, and play.	<ul style="list-style-type: none"> • Perfect Present • Clubhouse • Squirrel’s Sketches <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Rock-a-Bye, Baby Lullaby • Guess My Rule

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 1: INITIATIVE <i>continued</i> <i>The child demonstrates motivation, independence, and responsibility while participating in a range of activities and routines.</i>	
c. Exhibits flexibility, imagination, and inventiveness when attempting tasks and activities.	<ul style="list-style-type: none"> • Perfect Present • Marmot’s Basket • Pretend Play Resources: <ul style="list-style-type: none"> • What Would You Do? • This Belongs to a Friend • Garbage Elves • Guess My Rule • Clean Up Together
CONCEPT 2: CURIOSITY <i>The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</i>	
a. Shows interest in learning new things and trying new experiences.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Magnets Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do? • Find the Ball
b. Expresses interest in people.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation
c. Asks questions to get information.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Magnets
STRAND 2: ATTENTIVENESS AND PERSISTENCE	
CONCEPT 1: ATTENTIVENESS <i>The child demonstrates the ability to focus on an activity.</i>	
a. Displays ability to pay attention when engaged in an activity.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
b. Sustains attention when engaged in an age-appropriate activity.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.
c. Ability to return to activities after distractions and interruptions.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 2: PERSISTENCE <i>The child demonstrates the ability to maintain and sustain a task.</i>	
a. Pursues challenges.	Children build persistence with Waterford’s consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
b. Copes with frustration or disappointment independently or with support.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! • Squirrel’s Blocks • Lost and Found Resources: <ul style="list-style-type: none"> • Role Play • Guess How I’m Feeling
c. Establishes goals, generates plans, and follows through to completion.	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.
STRAND 3: CONFIDENCE AND RESILIENCE	
CONCEPT 1: CONFIDENCE AND RESILIENCE <i>The child demonstrates self-assurance, motivation, and stamina in a variety of circumstances.</i>	
a. Expresses opinions or ideas.	<ul style="list-style-type: none"> • Books: I Hate Peas; Ooey, Goopy Mud; Bad News Shoes • My Family • Boo Hoo Baby • Clubhouse • Marmot’s Basket • Musical Mayhem • Squirrel’s Sketches • Mama’s Melody • Soup’s On! • Perfect Present
b. Views self as competent and skilled.	<ul style="list-style-type: none"> • My Family • Boo Hoo Baby • Clubhouse • Marmot’s Basket • Musical Mayhem • Squirrel’s Sketches • Mama’s Melody • Soup’s On! • Perfect Present • Party Time
c. Is willing to take risks and consider a variety of alternatives.	<ul style="list-style-type: none"> • Perfect Present • Boo Hoo Baby • Pretend Play
d. Demonstrates a mindset of resilience when approaching challenging tasks.	<ul style="list-style-type: none"> • Perfect Present • Boo Hoo Baby

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 4: CREATIVITY	
CONCEPT 1: CREATIVITY <i>The child demonstrates the ability to express their own unique way of seeing the world.</i>	
a. Uses imagination to generate innovative ideas.	<ul style="list-style-type: none"> • Pretend Play • Where’s Papa? • Find Me! • Mama’s Melody • Perfect Present <p>Resources:</p> <ul style="list-style-type: none"> • Rock-a-Bye, Baby Lullaby • Role Play • What Would You Do?
b. Displays curiosity and acknowledges others’ perspectives.	<ul style="list-style-type: none"> • Marmot’s Basket • Musical Mayhem <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
c. Engages in inventive social play.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Where’s Papa? • Find Me!
STRAND 5: REASONING AND PROBLEM-SOLVING	
CONCEPT 1: REASONING <i>The child demonstrates the ability to think in a logical way.</i>	
a. Gathers and analyzes information to reach a conclusion.	Social-emotional video series models conversations between characters as they gather information and reach conclusions. Two examples are “Do I Have To?” and “It’s Not Fair.”
b. Recognizes relationships between cause and effect.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Build Knowledge
c. Connects prior experience with new learning.	<ul style="list-style-type: none"> • Books: Fawn Eyes; The Germs; Mine • Connect to Me • Build Knowledge • Step Into the Story
CONCEPT 2: PROBLEM-SOLVING <i>The child demonstrates the ability to focus energies on suitable solutions.</i>	
a. Find out what is wanted or needed.	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Perfect Present • Baby’s Ball • Baby’s Berries
b. Defines the problem.	<ul style="list-style-type: none"> • It’s Not Fair! • Lost and Found <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 2: PROBLEM-SOLVING <i>continued</i> <i>The child demonstrates the ability to focus energies on suitable solutions.</i>	
c. Brainstorms and chooses a solution to try.	Waterford’s social-emotional videos model problem-solving strategies that include individual methods. <ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby’s Ball
d. Checks in to see if the solution worked.	<ul style="list-style-type: none"> • Boo Hoo Baby • Perfect Present • Musical Mayhem • Baby’s Ball
LANGUAGE AND LITERACY STANDARD	
STRAND 1: LANGUAGE	
CONCEPT 1: RECEPTIVE LANGUAGE UNDERSTANDING <i>The child demonstrates understanding of directions, stories, conversations, and nonverbal cues.</i>	
a. Demonstrates understanding of a variety of finger-plays, rhymes, chants and songs, poems, conversations, and stories.	Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.
b. Engages actively in finger-plays, rhymes, chants and songs, poems, conversations, and stories.	Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.
c. Demonstrates understanding and follows directions that involve: one step, two steps, or multiple steps.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
CONCEPT 2: EXPRESSIVE LANGUAGE AND COMMUNICATION SKILLS <i>The child uses verbal and nonverbal communication for a variety of purposes; to share observations, ideas, experiences, problem-solve, reason, predict, seek new information, and make connections.</i>	
a. Communicates needs, wants, ideas, and feelings through three to five word sentences.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! • Lost Dinosaur • Find Me! • Perfect Present • Clubhouse • Marmot’s Basket • Musical Mayhem
b. Speaks clearly and understandably to express ideas, feelings and needs.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! • Lost Dinosaur • Find Me! • Perfect Present • Clubhouse • Marmot’s Basket • Musical Mayhem
c. Makes culturally relevant responses (both verbal and nonverbal) to questions and comments from others.	Waterford’s social-emotional videos model conversations and discussions that demonstrate appropriate social rules as characters communicate ideas and feelings.

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 2: EXPRESSIVE LANGUAGE AND COMMUNICATION SKILLS <i>continued</i> <i>The child uses verbal and nonverbal communication for a variety of purposes; to share observations, ideas, experiences, problem-solve, reason, predict, seek new information, and make connections.</i>	
d. Initiates, sustains, and expands conversations with peers and adults using open-ended responses.	Social-emotional videos model conversations and discussions initiated and continued by different characters.
e. With modeling and support, child uses language that includes social rules; e.g., pragmatics, appropriate tone, volume, and inflection to express ideas, feelings, and needs.	Social-emotional videos model conversations and discussions that demonstrate appropriate social rules as characters communicate ideas and feelings.
f. Uses culturally relevant responses such as eye contact, turn taking, and intonation while having conversations with adults and peers.	Social-emotional videos model conversations and discussions that demonstrate appropriate social rules as characters communicate ideas and feelings.
g. Recognizes when the listener does not understand and varies the amount of information to clarify the message.	<ul style="list-style-type: none"> • Books: Seeing Fingers; The Germs; The Alligator in the Library; My Super Sticky Sandwich
h. With modeling and support, uses increasingly complex phrases and sentences.	<ul style="list-style-type: none"> • Books: I Hate Peas; Ooey, Goopy Mud; The Germs; My Super Sticky Sandwich; Lumpy Mush; Fawn Eyes; I Wish I Had Ears Like a Bat; Mine; José Three
CONCEPT 3: VOCABULARY <i>The child understands and uses increasingly complex vocabulary.</i>	
b. Uses rich vocabulary across many topic areas.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration. <ul style="list-style-type: none"> • Vocabulary
c. Figures out the meanings of unfamiliar words and concepts using the context of conversations, pictures that accompany text, or concrete objects.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
d. Uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
e. Demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, over, off, besides, behind.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Next, Last • First, Middle, Last

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 2: EMERGENT LITERACY	
CONCEPT 1: CONCEPTS OF PRINT <i>The child knows that print carries messages.</i>	
a. Identifies signs, symbols and labels in a variety of environments (environmental print).	<ul style="list-style-type: none"> Alphabet Introduction (Distinguish Letters) Print Concepts
b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.	<ul style="list-style-type: none"> Print Concepts Letters Make Words Words Tell About the Pictures
d. Recognizes that letters are grouped to form words.	<ul style="list-style-type: none"> Print Concepts Letters Make Words
e. Recognizes own written name and the written names of friends and family.	<ul style="list-style-type: none"> Name Game (What's Your Name?) Letter Trace (Letter Picture Writing)
f. Seeks information in printed materials.	<ul style="list-style-type: none"> Print Directionality Introduction Letters Make Words Words Tell About the Pictures
CONCEPT 2: BOOK HANDLING SKILLS <i>The child demonstrates how to handle books appropriately and with care.</i>	
a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.</p> <ul style="list-style-type: none"> Print Concepts Print Directionality
b. Identifies where in the book to begin reading.	<ul style="list-style-type: none"> Print Concepts Print Directionality
c. Understands a book has a title, author and/or illustrator.	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and the names of the author and illustrator are highlighted and read aloud.</p>
CONCEPT 3: PHONOLOGICAL AWARENESS <i>The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).</i>	
a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	<p>Waterford activities teach phonological awareness and progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes.</p> <ul style="list-style-type: none"> Alphabet Introduction (Distinguish Letters)
b. Identifies rhyming words.	<ul style="list-style-type: none"> Rhyming Words Rhyme Rhyme Match Finish the Picture One Doesn't Rhyme Sing a Rhyme Songs/Books (See titles at end of document.)

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>CONCEPT 3: PHONOLOGICAL AWARENESS <i>continued</i> <i>The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).</i></p>	
<p>c. Produces rhyming words.</p>	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.)
<p>d. Recognizes spoken words that begin with the same sound.</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound
<p>e. Hears and shows awareness of separate words within spoken phrases or sentences.</p>	<ul style="list-style-type: none"> • Look, Listen, and Match • Print Concepts • Print Directionality
<p>f. Identifies and discriminates syllables in words.</p>	<ul style="list-style-type: none"> • Syllables • Syllable Safari
<p>g. Combines onset and rime to form a familiar one-syllable word with and without pictorial support.</p>	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending • Blending Riddles • Blending Dragon • Blend Phonemes
<p>CONCEPT 4: ALPHABET KNOWLEDGE <i>The child demonstrates knowledge of the alphabet. Child identifies letters of the alphabet and produces correct sounds associated with several letters.</i></p>	
<p>a. Discriminates letters from other shapes and symbols.</p>	<ul style="list-style-type: none"> • Alphabet Introduction (Distinguish Letters) • Print Concepts
<p>b. Matches and recognizes similarities and differences in letters, with modeling and support.</p>	<ul style="list-style-type: none"> • Similarities and Differences in Letters • Alphabet Introduction (Distinguish Letters)
<p>c. Recognizes an increasing number of letters, especially those in own name, familiar objects, family, and friends.</p>	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Print Concepts • Letter Pictures • Letter Trace (Letter Picture Writing) • Similarities and Differences in Letters • Name Game (What's Your Name?)
<p>d. Demonstrates understanding of letters by producing letter forms using a variety of materials; e.g., playdough, blocks, marker, and paper.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>
<p>e. Uses letter-sound knowledge, identifying the sounds of a few letters and producing the correct sounds for an increasing number of letters.</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>CONCEPT 5: COMPREHENSION AND TEXT STRUCTURE <i>The child demonstrates an understanding of narrative structure through storytelling, questioning, and recall.</i></p>	
a. Takes an active role in reading activities.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
b. Identifies characters and major events in a story.	<ul style="list-style-type: none"> • Describe Characters • Sum Up: Five Ws
c. Asks and answers a variety of questions about books or stories told or read aloud.	<ul style="list-style-type: none"> • Find An Answer • Picture Clues • Sum Up: Five Ws
d. Draws connections between story events and personal experiences.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
e. Identifies events and details in the story and makes predictions.	<ul style="list-style-type: none"> • Look at Details • Peek at the Story • Sum Up: Five Ws • What Comes Next?
f. Gives an opinion for liking or disliking a book or story.	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.
g. Begins to demonstrate an understanding of the differences between fiction and non-fiction.	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality
h. Identifies the topic of informational text that has been read aloud.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Sum Up: Five Ws • Picture Clues
i. Retells or reenacts a story in sequence with pictures or props.	<ul style="list-style-type: none"> • Sum Up: Remember Order • Picture Clues • What Comes Next?
j. Demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
<p>STRAND 3: EMERGENT WRITING</p>	
<p>CONCEPT 1: WRITING PROCESSES, AND WRITING APPLICATIONS <i>Children engage in a variety of writing activities and begin to convey meaning through their increasingly sophisticated marks. Children write to communicate ideas and to convey meaning. These skills include the understanding of print, the development of motor skills, and the generation of ideas.</i></p>	
a. In writing process, uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
b. Writes own name using letter-like forms or conventional print.	<ul style="list-style-type: none"> • Print Concepts • Name Game (What’s Your Name?) • Letter Trace (Letter Picture Writing)

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>CONCEPT 1: WRITING PROCESSES, AND WRITING APPLICATIONS <i>continued</i> <i>Children engage in a variety of writing activities and begin to convey meaning through their increasingly sophisticated marks. Children write to communicate ideas and to convey meaning. These skills include the understanding of print, the development of motor skills, and the generation of ideas.</i></p>	
<p>c. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.</p>	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) • Words Tell About the Pictures
<p>d. Forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and writing utensil).</p>	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Alphabet Introduction (Distinguish Letters) • Letter Trace (Letter Picture Writing) • Name Game (What's Your Name?)
<p>e. Organizes writing from left to right, indicating a print awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.</p>	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Letter Trace (Letter Picture Writing) • Name Game (What's Your Name?)
<p>MATHEMATICS STANDARD</p>	
<p>STRAND 1: COUNTING AND CARDINALITY</p>	
<p>CONCEPT 1: COUNTS OUT LOUD <i>The child counts out loud and uses number words in daily conversations.</i></p>	
<p>a. Shows interest in and awareness of counting.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Match Numbers • Bug Bits
<p>b. Rote counts zero to ten and beyond with increasing accuracy.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Match Numbers • Bug Bits
<p>CONCEPT 2: KNOWS NUMBER NAMES AND SYMBOLS <i>The child identifies numerals and uses number words in daily activities.</i></p>	
<p>a. Uses numerals and number symbols in the context of daily routines, activities, and play.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Make and Count Groups • Number Practice
<p>b. Uses and creates symbols to represent numbers.</p>	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction • Number Practice
<p>c. Uses a variety of materials (i.e. clay, sand, shaving cream) to write and form numerals and numeral-like symbols.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>
<p>d. Identifies numerals zero to 10.</p>	<ul style="list-style-type: none"> • Explain Numbers • Number Instruction • Number Practice • Moving Target
<p>e. Differentiates some written numerals from written letters.</p>	<ul style="list-style-type: none"> • Explain Numbers • Alphabet Introduction (Distinguish Letters)

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 3: COMPARES NUMBERS AND QUANTITIES <i>The child applies a range of strategies such as matching or counting to compare sets of objects.</i>	
a. Compares two sets of objects using terms such as more, fewer, or the same.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than • Make and Count Groups
CONCEPT 4: COUNTS TO TELL NUMBER OF OBJECTS <i>The child uses number words and counting to identify quantity.</i>	
a. Identifies quantities of three to five objects without counting using visual approximation (Subitize).	<ul style="list-style-type: none"> • Bug Bits • Match Numbers • Moving Target (Dots)
b. Demonstrates the ability to match object to object in a group (One-to-one correspondence).	<ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Bug Bits • Number Instruction • Number Counting
c. Counts groups of objects using a number word for each object (Rational counting).	<ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Bug Bits • Match Numbers • Number Instruction • Number Counting
d. Counts a collection of up to ten items using the last counting word to tell, “How many?” (Cardinality)	<ul style="list-style-type: none"> • Make and Count Groups • Number Counting • Match Numbers • One-to-One Correspondence
e. Matches numerals to quantities using manipulatives.	<ul style="list-style-type: none"> • Number Counting • Match Numbers • One-to-One Correspondence
STRAND 2: OPERATIONS AND ALGEBRAIC THINKING	
CONCEPT 1: EXPLORES ADDITION AND SUBTRACTION <i>The child recognizes addition as adding to and subtraction as taking away from.</i>	
a. Recognizes that adding increases the number of objects in a group.	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition • Make and Count Groups • Add Groups • Act Out Addition
b. Describes changes in two or more sets of objects when they are combined.	<ul style="list-style-type: none"> • Song: Addition • Make and Count Groups • Add Groups • Act Out Addition
c. Recognizes that taking away (subtracting) decreases the number of objects in a group	<ul style="list-style-type: none"> • Songs: Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Subtract Groups • Act Out Subtraction

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 1: EXPLORES ADDITION AND SUBTRACTION <i>continued</i> <i>The child recognizes addition as adding to and subtraction as taking away from.</i>	
d. Describes changes in a set of objects when they are separated into parts.	<ul style="list-style-type: none"> • Songs: Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Subtract Groups • Act Out Subtraction
e. Counts on from the larger number for addition	<ul style="list-style-type: none"> • Count On • Counting Songs • Counting Puzzle • Dot-to-Dot
CONCEPT 2: PATTERNING <i>The child recognizes, fixes, duplicates, extends, describes and creates patterns.</i>	
a. Recognizes patterns in the real world.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC
b. Fixes simple patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC
c. Duplicates simple patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC
d. Extends patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC
e. Creates patterns.	
f. Describes similarities and differences in patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 3: MEASUREMENT AND DATA	
CONCEPT 1: SORTS AND CLASSIFIES <i>The child sorts and groups objects by a variety of attributes.</i>	
a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Match • Size • Tall and Short • Heavy and Light • Big and Little
b. Explains how items were sorted into groups.	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Match
CONCEPT 2: DATA ANALYSIS <i>With prompting and support the child collects, organizes, displays, and describes relevant data.</i>	
a. Asks questions to gather measurable data.	<ul style="list-style-type: none"> • Books: Milton’s Mittens; 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 • Calendar/Graph Weather • Observe a Simple System • Science Investigation
b. Displays data to answer simple questions about themselves or the environment.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Calendar/Graph Weather • Observe a Simple System • Science Investigation
c. Uses descriptive language to compare data in picture graphs or other concrete representations.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Calendar/Graph Weather • Observe a Simple System
d. Analyzes data from charts and graphs to answer questions.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Calendar/Graph Weather • Observe a Simple System
CONCEPT 3: MEASURES <i>The child uses measurement to describe and compare objects in the environment.</i>	
a. Compares objects and uses terms (e.g. lighter-heavier, hotter-colder, and faster-slower).	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Solid or Liquid; Same and Different; I Am Part of All I See • Size • Length • Heavy and Light • Tall and Short • Big and Little • Solid and Liquid
b. Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity
c. Uses various standard measuring tools for simple measuring tasks.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 3: MEASURES <i>continued</i> <i>The child uses measurement to describe and compare objects in the environment.</i>	
d. Orders objects by measurable attributes.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little
e. Uses appropriate vocabulary to describe time and sequence related to daily routines (e.g. tomorrow, yesterday, next, this morning).	<ul style="list-style-type: none"> • Song: Clock Hands • Book: How Long is a Minute? • Tell Time • First, Next, and Last
STRAND 4: GEOMETRY	
CONCEPT 1: SHAPES <i>The child recognizes names and describes common shapes and their properties.</i>	
a. Recognizes basic two-dimensional shapes when presented in different orientations..	<ul style="list-style-type: none"> • Books: The Shape of Things; Imagination Shapes • Songs: Kites; Shapes, Shapes, Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes
b. Uses the names of geometric shapes when describing objects found in the environment.	<ul style="list-style-type: none"> • Books: The Shape of Things; Imagination Shapes • Songs: Kites; Shapes, Shapes, Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes
c. Creates two-dimensional shapes during play.	<ul style="list-style-type: none"> • Geoboard • Tangrams
d. Creates three-dimensional (solid) shapes during play.	<ul style="list-style-type: none"> • Solid Shapes • Space Shapes • World Shapes
e. Compares, describes, analyzes, and sorts two- and three- dimensional objects in the environment using formal and informal mathematical language with prompting and support based on their attributes.	<ul style="list-style-type: none"> • Books: The Shape of Things; Imagination Shapes • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>CONCEPT 2: SPATIAL REASONING <i>The child uses and demonstrates an understanding of positional terms.</i></p>	
<p>a. Uses and responds to spatial language (e.g., between, inside, under, above, behind).</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last
<p>b. Describes the relative position or location of objects in relation to self or to other objects with mathematical precision.</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last
<p>SCIENCE STANDARD</p>	
<p>STRAND 1: INQUIRY AND APPLICATION</p>	
<p>CONCEPT 1: EXPLORATION, OBSERVATIONS, AND HYPOTHESES <i>The child observes, explores, and interacts with materials, others, and the environment.</i></p>	
<p>a. Exhibits curiosity about objects, living things, and other natural events in the environment.</p>	<ul style="list-style-type: none"> • Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See • Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Sight • Taste • Smell • Touch • Hearing • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal • Spring • Summer • Fall • Winter

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>CONCEPT 1: EXPLORATION, OBSERVATIONS, AND HYPOTHESES <i>continued</i> <i>The child observes, explores, and interacts with materials, others, and the environment.</i></p>	
<p>b. Identifies attributes of objects, living things, and natural events in the environment.</p>	<ul style="list-style-type: none"> • Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See • Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That’s What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Sight • Taste • Smell • Touch • Hearing • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal • Spring • Summer • Fall • Winter

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>CONCEPT 1: EXPLORATION, OBSERVATIONS, AND HYPOTHESES <i>continued</i> <i>The child observes, explores, and interacts with materials, others, and the environment.</i></p>	
<p>c. Describes changes in objects, living things, and the natural events in the environment.</p>	<ul style="list-style-type: none"> • Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See • Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That’s What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Sight • Taste • Smell • Touch • Hearing • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal • Spring • Summer • Fall • Winter

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>CONCEPT 1: EXPLORATION, OBSERVATIONS, AND HYPOTHESES <i>continued</i> <i>The child observes, explores, and interacts with materials, others, and the environment.</i></p>	
<p>d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.</p>	<ul style="list-style-type: none"> • Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See • Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That’s What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Sight • Taste • Smell • Touch • Hearing • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal • Spring • Summer • Fall • Winter

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>CONCEPT 1: EXPLORATION, OBSERVATIONS, AND HYPOTHESES <i>continued</i> <i>The child observes, explores, and interacts with materials, others, and the environment.</i></p>	
<p>e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.</p>	<ul style="list-style-type: none"> • Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See • Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That’s What I Like: A Book About Seasons; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Sight • Taste • Smell • Touch • Hearing • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal • Spring • Summer • Fall • Winter

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 2: INVESTIGATION <i>The child researches their own predictions and the ideas of others through active exploration and experimentation.</i>	
a. Uses a variety of tools and materials to investigate.	<ul style="list-style-type: none"> • Song: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Length • Capacity • Weight • Observe a Simple System
b. Makes predictions and researches hypotheses through active investigation.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Length • Capacity • Weight • Observe a Simple System
c. Adjusts their approach if results are different than expected and continues testing.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System
d. Persists with an investigation.	<ul style="list-style-type: none"> • Song: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Observe a Simple System
CONCEPT 3: ANALYSIS AND CONCLUSION <i>The child analyzes data (their observations and background knowledge) and forms conclusions about their investigation.</i>	
a. Uses a variety of materials to record and organize data.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Science Investigation • Weather • Calendar/Graph Weather • Observe a Simple System
b. Identifies cause and effect relationships.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System
c. Constructs theories to explain their investigations.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Science Investigation • Observe a Simple System
CONCEPT 4: COMMUNICATION <i>The child discusses, communicates, and reflects upon the scientific investigation and its findings.</i>	
a. Displays and interprets data.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Calendar/Graph Weather
b. Presents their scientific ideas in a variety of ways.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Calendar/Graph Weather

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 4: COMMUNICATION <i>continued</i> <i>The child discusses, communicates, and reflects upon the scientific investigation and its findings.</i>	
c. Conducts further investigation based on prior experience and information gained.	<ul style="list-style-type: none"> • Song: The Scientific Method • Book: I Want to Be a Scientist Like Jane Goodall • Science Investigation • Calendar/Graph Weather • Observe a Simple System
SOCIAL STUDIES STANDARD	
STRAND 1: FAMILY	
CONCEPT 1: UNDERSTANDS FAMILY <i>The child demonstrates an understanding of families and the roles and responsibilities of being a family member.</i>	
a. Views self in relationship to others in a family.	<ul style="list-style-type: none"> • Books: Mine; José Three • Come Inside • My Family • Soup’s On
b. Identifies family members (e.g., mother, father, sister, brother, grandparents, and other important people in the child’s life).	<ul style="list-style-type: none"> • Books: Mine; José Three; Tortillas, Tortillas • Come Inside • My Family • Soup’s On
c. Describes/discusses own cultural or familial traditions.	<ul style="list-style-type: none"> • Book: José Three • My Family • Soup’s On! • Baby’s Birthday • Party Time <p>Resources:</p> <ul style="list-style-type: none"> • Teach the Joy of Giving Year Round • Homemade Halloween Pizza • 13 Spooky Books for Halloween • Coloring Pages: Cinco de Mayo; Christmas; Kwanzaa; Hanukkah; Thanksgiving; Halloween; Easter
d. Identifies similarities and differences in their family composition and the families of others such as blended, foster, and other family structures.	<ul style="list-style-type: none"> • Book: José Three; A Place Shad • My Family • Soup’s On! • Baby’s Birthday • Party Time
e. Develops an awareness of their personal & family history.	<ul style="list-style-type: none"> • Books: Mine; José Three • My Family
f. Shows knowledge of family members’ roles and responsibilities in the home.	<ul style="list-style-type: none"> • Soup’s On • Do I Have To?
STRAND 2: COMMUNITY	
CONCEPT 2: RIGHTS, RESPONSIBILITIES, AND ROLES WITHIN COMMUNITY <i>The child demonstrates a sense of belonging to the community and contributes to its care.</i>	
a. Demonstrates responsible behaviors.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 2: RIGHTS, RESPONSIBILITIES, AND ROLES WITHIN COMMUNITY <i>continued</i> <i>The child demonstrates a sense of belonging to the community and contributes to its care.</i>	
b. Recognizes that people rely on others for economics, goods, and services (e.g., farm goods, mail delivery, safety, health care).	<ul style="list-style-type: none"> • Book: Follow the Apples
c. Seeks opportunities for leadership.	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem
d. Describes the purpose of rules	Resources: <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules
e. Recognizes that people have wants and must make choices because resources and materials are limited.	<ul style="list-style-type: none"> • Book: Bugs for Sale • Care of Water • Care of Earth
f. Describes their role at home, at school, and in the community.	Resources: <ul style="list-style-type: none"> • Classroom Helpers • Role Play
CONCEPT 3: ENVIRONMENT <i>The child demonstrates awareness of locations within and around their community and of the environment.</i>	
a. Describes directionality and/or location within the community.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play
b. Describes some physical features of the environment in which she lives (e.g., buildings and natural elements like mountains and weather).	<ul style="list-style-type: none"> • Mountains • Deserts • Oceans • Prairies • Rainforests
c. Recognizes that people share the environment with other people, plants, and animals.	<ul style="list-style-type: none"> • Mountains • Deserts • Oceans • Prairies • Rainforests
d. Shows an understanding of how to care for the indoor and outdoor environment.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Conservation; Pollution Rap • Pollution and Recycling
STRAND 3: HISTORY AND EVENTS	
CONCEPT 1: UNDERSTANDS TIME - PAST, PRESENT, AND FUTURE <i>The child demonstrates an awareness of time and sequence of events in their daily lives.</i>	
a. Demonstrates an understanding of time in the context of daily experiences.	<ul style="list-style-type: none"> • Book: How Long is a Minute? Resources: <ul style="list-style-type: none"> • Time
b. Understands that events happened in the past and how these events relate to one's self, family, and community.	<ul style="list-style-type: none"> • Book: How Long is a Minute? Resources: <ul style="list-style-type: none"> • Time
c. Communicates time and sequence vocabulary (e.g., before, after, during, later, first, last, yesterday, tomorrow, today) to describe relevant history and events.	<ul style="list-style-type: none"> • Books; I Can't Wait; Mr. Romano's Secret, A Time Story

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY STANDARD	
STRAND 1: PHYSICAL HEALTH AND DEVELOPMENT	
CONCEPT 1: GROSS MOTOR DEVELOPMENT <i>The child moves with maturing, fundamental movement skills.</i>	
a. Moves with maturing balance skills.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This
b. Moves with maturing locomotor skills (e.g., walks, runs, skips, jumps, gallops, hops, slides, leaps).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. • Song: Head, Shoulders, Knees, and Toes
c. Moves with maturing coordination (e.g., reach, grasp, throw, catch).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This
d. Demonstrates an understanding of movement concepts including body awareness, spatial awareness, and directional awareness.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This
CONCEPT 2: FINE MOTOR DEVELOPMENT <i>The child uses fingers, hands and wrists to manipulate tools and materials.</i>	
a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
b. Uses eye-hand coordination to perform simple tasks.	The daily use of a touch pad or mouse helps develops eye-hand coordination. Resources: • Being Thankful: A Thanksgiving Craft
c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. Resources: • Letter Recognition Collage Craft • Being Thankful: A Thanksgiving Craft
d. Uses fine motor skills in daily living.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. Resources: • Letter Recognition Collage Craft

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 2: HEALTH	
CONCEPT 1: PERSONAL HEALTH AND HYGIENE PRACTICES <i>Child demonstrates knowledge of personal health practices and routines and understands the functions of body parts.</i>	
a. Demonstrates hygiene practices and personal care tasks with increasing independence.	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus
b. Demonstrates healthy nutrition practices: 1. Nutrition knowledge 2. Nutrition choices	<ul style="list-style-type: none"> • Song: Health • Book: Everybody Needs to Eat • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • Food Pictures (Healthy Eating) • My Healthy Plate
c. Demonstrates active physical play and rest.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest <p>Resources:</p> <ul style="list-style-type: none"> • Yoga Poster
d. Demonstrates emerging knowledge of wellness.	<ul style="list-style-type: none"> • Song: Health • Books: We All Exercise; The Germs • Exercise and Rest • Healthy Food • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • Yoga Poster • Health
e. Demonstrates emerging knowledge of oral health.	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Teeth <p>Resources:</p> <ul style="list-style-type: none"> • Dental Chart • Monkey Mouth
STRAND 3: SAFETY	
CONCEPT 1: SAFETY AND INJURY PREVENTION <i>Child demonstrates knowledge of personal safety practices and routines.</i>	
a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.	<ul style="list-style-type: none"> • Song: Storms; Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids
b. Identifies basic signs and symbols that indicate danger (e.g., stop sign, poison, exit, flammable, slippery when wet, railroad crossing).	<p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Enter and Exit Signs
c. Demonstrates transportation and street safety practices.	

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 1: SAFETY AND INJURY PREVENTION <i>continued</i> <i>Child demonstrates knowledge of personal safety practices and routines.</i>	
d. Enforces personal boundaries (safety, self-advocacy and boundary awareness).	Resources: <ul style="list-style-type: none"> Emergency Preparedness for Kids Personal Space Circle
e. Knows personal information.	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.
f. Demonstrates emergency safety practices.	Resources: <ul style="list-style-type: none"> Emergency Preparedness for Kids Fire Safety Activities for Kids
g. Demonstrates ways to tell a trusted adult if threatened or harmed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
h. Identifies how adults help to keep us safe.	Resources: <ul style="list-style-type: none"> Emergency Preparedness for Kids Community Helpers
FINE ARTS STANDARD	
STRAND 1: VISUAL ARTS	
CONCEPT 1: IMPROVISES AND CONNECTS WITH VISUAL ARTS <i>The child uses a wide variety of materials, media, tools and digital tools, techniques, and processes to explore, create, respond to, and connect with visual arts.</i>	
a. Creates their own original works using a variety of materials/media, tools, and techniques (e.g., materials/media, such as, paper, digital drawing application, sand, clay).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
b. Represents creative choices, ideas, experiences, and feelings with details that connect to personal meaning.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
c. Engages in two- and three-dimensional artistic investigations.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
d. Describes and communicates an understanding of their work and the artwork of others.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. Resources: <ul style="list-style-type: none"> Exploring Your Home City With Your Child
STRAND 2: MUSIC	
CONCEPT 1: CREATES AND CONNECTS WITH MUSICAL CONCEPTS AND EXPRESSIONS <i>The child uses a wide variety of instruments, media, and tools, techniques, and music to explore and connect.</i>	
a. Experiments with a variety of instruments, vocalizations, sounds.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Mama’s Melody Resources: <ul style="list-style-type: none"> Animal Music Cards
b. Sings to familiar rhymes, songs, and chants.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.)

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
CONCEPT 1: CREATES AND CONNECTS WITH MUSICAL CONCEPTS AND EXPRESSIONS <i>continued</i> <i>The child uses a wide variety of instruments, media, and tools, techniques, and music to explore and connect.</i>	
c. Uses familiar songs, rhymes or chants to create their own musical improvisations.	<ul style="list-style-type: none"> • Mama’s Melody • Sing a Rhyme Songs/Books (See titles at end of document.)
d. Responds to different styles of music, (e.g., rock, classical, jazz, spirituals, Hawaiian, reggae, Native American, gospel, bluegrass, lullabies, marches, and country music), and music representative of a variety of cultures.	Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program. <ul style="list-style-type: none"> • Sing Around the World Songs
e. Describes and communicates an understanding of music in the contexts of daily experiences.	Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program. <ul style="list-style-type: none"> • Sing Around the World Songs
STRAND 3: CREATIVE MOVEMENT AND DANCE	
CONCEPT 1: CREATES AND CONNECTS WITH CREATIVE MOVEMENT AND DANCE <i>The child uses a wide variety of movement, expressions, media and tools, and techniques, to explore and connect with their own bodies within space.</i>	
a. Experiments with a variety of movements.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody Resources: <ul style="list-style-type: none"> • Hi! Notes
b. Dances and moves to rhymes, songs, and chants.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody Resources: <ul style="list-style-type: none"> • Hi! Notes
c. Responds with movement to various sensory stimuli.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody Resources: <ul style="list-style-type: none"> • Hi! Notes
d. Describes and communicates an understanding of movement and dance in the contexts of daily experiences.	Resources: <ul style="list-style-type: none"> • Hi! Notes
STRAND 4: DRAMATIC PLAY	
CONCEPT 1: CREATES AND CONNECTS WITH DRAMATIC ACTIVITIES <i>The child uses the portrayal of events, characters, or stories through acting and using props and language to explore, create, and connect.</i>	
a. Assumes roles from daily activities using a variety of props.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play Resources: <ul style="list-style-type: none"> • Role Play
b. Takes on more than one dramatic play role at a time.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play Resources: <ul style="list-style-type: none"> • Role Play
c. Pretends an object exists without using a prop.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play

ARIZONA STANDARDS	WATERFORD DIGITAL RESOURCES
<p>CONCEPT 1: CREATES AND CONNECTS WITH DRAMATIC ACTIVITIES <i>continued</i> <i>The child uses the portrayal of events, characters, or stories through acting and using props and language to explore, create, and connect.</i></p>	
<p>d. Dramatizes familiar stories.</p>	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play
<p>e. Adds details and expresses original ideas in dramatic play situations.</p>	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?



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 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

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



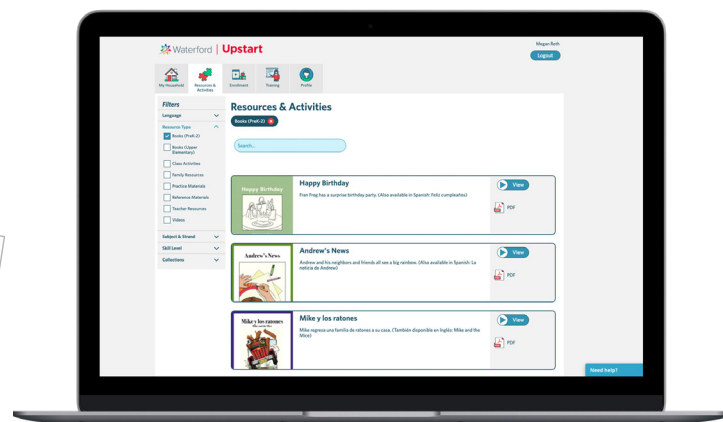
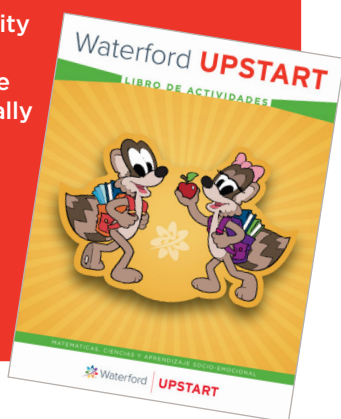
FAMILY ENGAGEMENT

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford Upstart families. Please visit [Waterford Upstart](https://upstart.waterford.org/) 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.



Visit Waterford Upstart at <https://upstart.waterford.org/>

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; 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 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, 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.