

CURRICULUM *Correlation*

*Waterford
Upstart*

99%

*Virginia's Early
Learning and
Development
Standards
(ELDS) Birth-
Five Learning
Guidelines 2021*

TABLE OF CONTENTS

AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)	1
APL1. Curiosity and Initiative	1
APL2. Creativity and Imagination	1
APL3. Executive Functions and Cognitive Self-Regulation	2
APL4. Behavioral Self-Regulation	3
AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	3
SED1. Positive Self-Concept	3
SED2. Emotional Competence	4
SED3. Interacting with Others	5
AREA THREE: COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT (CLLD)	6
CLLD1. Communication	6
CLLD2. Foundations of Reading	7
CLLD3. Foundations of Writing	8
AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)	10
HPD1. Using Senses	10
HPD2. Gross Motor	10
HPD3. Fine Motor	11
HPD4. Physical Health and Self-Care	11
AREA FIVE: COGNITIVE DEVELOPMENT (CD)	12
CD1. Science: The Natural and Physical World	12
CD2. Social Science: People, Community, and Culture	13
CD3. Mathematics	14
CD4. Fine Arts	17
WATERFORD BOOKS AND RELATED ACTIVITIES	19
WATERFORD FAMILY ENGAGEMENT RESOURCES ...	22

VIRGINIA STANDARDS	WATERFORD RESOURCES
AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)	
APL1. CURIOSITY AND INITIATIVE	
APL1.1. Being Curious Learners	
Shows curiosity by saying things like, "I wonder what will happen next." (APL1.1h)	<ul style="list-style-type: none"> • Science Investigation <p>Resources:</p> <ul style="list-style-type: none"> • Learning Together: How It Works
Seeks out new information by asking, "How does that work?" (APL1.1i)	<p>Resources:</p> <ul style="list-style-type: none"> • Learning Together: How It Works
Shows eagerness to learn about a variety of topics (APL1.1j)	<ul style="list-style-type: none"> • Science Investigation <p>Resources:</p> <ul style="list-style-type: none"> • Learning Together: How It Works
APL1.2. Taking Initiative	
Chooses different ways to explore the environment based on prior experiences with tools or actions (APL1.2o)	<ul style="list-style-type: none"> • Book: Your Backyard <p>Resources:</p> <ul style="list-style-type: none"> • Learning Together: How It Works
Suggests new ideas for play activities and follows through with self-direction and independence (APL1.2p)	<ul style="list-style-type: none"> • Perfect Present • Clubhouse • Squirrel's Sketches <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Guess My Rule
Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide) (APL1.2q)	<ul style="list-style-type: none"> • Materials • Science Investigation • Magnets <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? • Find the Ball
APL2. CREATIVITY AND IMAGINATION	
APL2.1. Showing Creativity and Imagination	
Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play) (APL2.1o)	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Pretend Play
Utilizes realistic and open-ended materials in cooperative play (APL2.1p)	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Patterns: Folded Paper Airplane; Pig Puppet; Insect Puppet; Sailing Ships; Baseball Cards; I Can Book Template; Friendship Tree; Elephant Puppet
Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle) (APL2.1q)	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Guess My Rule

VIRGINIA STANDARDS	WATERFORD RESOURCES
APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION	
APL3.1. Focusing and Paying Attention	
Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence (APL3.1k)	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.
Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes) (APL3.1l)	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group) (APL3.1m)	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.
APL3.2. Building Working Memory	
Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug) (APL3.2m)	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
Remembers actions that go with stories or songs (APL3.2n)	<ul style="list-style-type: none"> • Songs: I Touch My Nose Like This; Head, Shoulders, Knees, and Toes
Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack) (APL3.2o)	<ul style="list-style-type: none"> • You Be the Teacher (Greater Than, Less Than) Resources: <ul style="list-style-type: none"> • Hand Washing Rebus
APL3.3. Thinking Flexibly and Adapting	
Adapts to new rules in game or activity (e.g., sorting cards by color and then by shape) (APL3.3m)	<ul style="list-style-type: none"> • Book: Buttons, Buttons Resources: <ul style="list-style-type: none"> • Guess My Rule • Sorting Cards • Shapes
Considers ideas from adults and other children in finding a solution or strategy (APL3.3n)	<ul style="list-style-type: none"> • Squirrel's Blocks • Noisy Children Resources: <ul style="list-style-type: none"> • Role Play • What Would You Do?
Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) (APL3.3o)	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.
Responds consistently to adult suggestions to try out different activities (APL3.3p)	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.
APL3.4. Inhibiting Responses	
Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out) (APL3.4e)	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 strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity (APL3.4f)	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.

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APL3.5. Persisting and Problem-Solving	
Sometimes persists in less preferred activities with or without adult support (APL3.5r)	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work) (APL3.5s)	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help. Resources: • What Would You Do?
APL4. BEHAVIORAL SELF-REGULATION	
APL4.1. Managing Actions and Behaviors	
Follows classroom rules and routines more independently (e.g., morning arrival) (APL4.1i)	Resources: • Waterford Upstart: Establish a Daily Learning Routine for your Child
Uses classroom materials appropriately (APL4.1j)	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.
Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations) (APL4.1k)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	
SED1. POSITIVE SELF-CONCEPT	
SED1.1. Developing Self-Awareness	
Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests) (SED1.1n)	• Books: Mine; Jose Three; Ooey, Goopy Mud
Positively identifies self as a member of a specific culture or group that fits into a larger world picture (SED1.1o)	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.
Shares other identifying information (e.g., parent's name) (SED1.1p)	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.
Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people (SED1.1q)	• Books: I Hate Peas; Ooey, Goopy Mud; Bad News Shoes
SED1.2. Developing Self-Confidence	
Displays pride in their accomplishments (SED1.2k)	• Squirrel's Sketches • Boo Hoo Baby
SED1.3. Becoming autonomous and Independent	
Acts independently in unfamiliar settings with unfamiliar adults (SED1.3l)	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.

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SED1.3. Becoming autonomous and Independent <i>continued</i>	
Attempts to complete tasks independently (SED1.3m)	Waterford helps children build persistence by allowing them to select Repeat to hear instructions repeated and by providing visual clues when they need extra assistance to finish a task.
Asks for support from adults only when needed (SED1.3n)	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.
SED2. EMOTIONAL COMPETENCE	
SED2.1. Seeing and Naming Emotions in Self and Others	
Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad) (SED2.1i)	Social-emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to "Stop, Think, and Choose." <ul style="list-style-type: none"> • Papa's Thumb • Squirrel's Blocks • Lost Dinosaur
Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away) (SED2.1j)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Panda and Tornado
SED2.2. Expressing Emotions	
Recognizes appropriate reaction to situations (SED2.2k)	<ul style="list-style-type: none"> • Broken Lamp • Squirrel's Blocks • Broken Vase • Lost Dinosaur • It's Not Fair! • Do I Have To?
Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.") (SED2.2l)	<ul style="list-style-type: none"> • Broken Lamp • Squirrel's Blocks • Broken Vase • Lost Dinosaur <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Panda and Tornado
SED2.3. Communicating Feelings, Wants, and Needs	
Demonstrates confidence in meeting own needs (SED2.3f)	<ul style="list-style-type: none"> • Squirrel's Blocks • Lost Dinosaur
Seeks and accepts help when needed (SED2.3g)	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.

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SED2.4. Regulating Emotions	
Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset) (SED2.4m)	<ul style="list-style-type: none"> • Squirrel's Blocks • Lost Dinosaur
Exhibits emotional control with or without adult support (e.g., follows group activities although upset) (SED2.4n)	<p>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."</p> <ul style="list-style-type: none"> • Lost Dinosaur • Lost and Found • Squirrel's Blocks
SED2.5. Showing Care and Concern for Others	
Shows care and concern for others, including comforting others in distress (SED2.5h)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball
Begins to recognize the emotions of peers and responds with empathy and compassion (SED2.5i)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem
Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys) (SED2.5j)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem
SED3. INTERACTING WITH OTHERS	
SED3.1. Developing Relationships with Adults	
Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults (SED3.1n)	<ul style="list-style-type: none"> • Find Me! • Where's Papa?
Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom) (SED3.1o)	<p>Resources:</p> <ul style="list-style-type: none"> • Teaching Children Manners
SED3.2. Developing Relationships with Other Children	
Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play) (SED3.2r)	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot's Basket
Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area) (SED3.2s)	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
Maintains friendships over time (SED3.2t)	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Teaching Children Manners
Responds to the needs of others and tries to help others with simple tasks (SED3.2u)	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem

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SED3.3. Engaging in Cooperative Play	
Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme (SED3.3n)	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Do You Have? • Guess My Rule • Shape Bag
SED3.4. Solving Social Interaction Problems	
Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict (SED3.4d)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Expresses feelings and needs in conflict situations (e.g., “I’m feeling upset because you have the truck I need for my racetrack.”) (SED3.4e)	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To?
Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy) (SED3.4f)	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.
AREA THREE: COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT (CLLD)	
CLLD1. COMMUNICATION	
CLLD1.1. Understanding Verbal and Nonverbal Cues	
Answers questions and adds comments relevant to the topic (CLLD1.1aa)	Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.
Begins to demonstrate understanding of implied messages based on speaker’s tone and/or gestures (e.g., finger on lip and saying “shhhh” means be quiet) (CLLD1.1ab)	<p>Resources:</p> <ul style="list-style-type: none"> • Find the Ball
Understands and responds to words for descriptive concepts (e.g., hard, square) (CLLD1.1ac)	<ul style="list-style-type: none"> • Song: Adjectives Describe • Adjectives <p>Resources:</p> <ul style="list-style-type: none"> • Shape Bag • Shapes
Follows 2-3 step related directions and some new directions related to familiar and daily routines (CLLD1.1ad)	While interacting with Waterford, children listen to and follow multi-step directions.
Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth.) (CLLD1.1ae)	While interacting with Waterford, children are constantly listening and responding to instruction. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
CLLD1.2. Using Vocabulary and Nonverbal Cues to Communicate	
Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did) (CLLD1.2s)	<ul style="list-style-type: none"> • Songs: Verbs; It Happened Yesterday • Verbs • Past Tense Verbs • Irregular Verbs

VIRGINIA STANDARDS	WATERFORD RESOURCES
CLLD1.2. Using Vocabulary and Nonverbal Cues to Communicate <i>continued</i>	
Answers open-ended questions comfortably (CLLD1.2t)	Resources: <ul style="list-style-type: none"> • What Would You Do? • Guess My Rule
Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.) (CLLD1.2u)	<ul style="list-style-type: none"> • Sum Up: Remember Order • Picture Clues • What Comes Next? • Look At Details
CLLD1.3. Learning and Engaging in Conversational Interactions	
Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals) (CLLD1.3n)	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond appropriately.
Engages in multiple back-and-forth conversations with adults in ways that can be goal directed (such as solving problems) (CLLD1.3o)	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.”
Asks and responds to questions with accurate information (CLLD1.4p)	Social-emotional videos model interactions between characters demonstrating asking questions with relevant responses and comments.
CLLD2. FOUNDATIONS OF READING	
CLLD2.1. Paying Attention to Print as Meaningful	
Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.) (CLLD2.1l)	<ul style="list-style-type: none"> • Print Directionality Introduction • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books
Begins to track individual words in text or braille by pointing or touching (CLLD2.1m)	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. Lessons highlight text for the learner which helps show the sequence of print.
CLLD2.2. Understanding Ideas, Vocabulary, and Information in Stories and Texts	
Listens and responds to a variety of texts and media (e.g., audio book, music and movement) (CLLD2.2p)	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
Tells fictional or personal stories sequentially and with 3 or more details (CLLD2.2q)	<ul style="list-style-type: none"> • Look at Details • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next?
Begins to understand cause and effect relationships in fiction and nonfiction texts (CLLD2.2r)	Resources: <ul style="list-style-type: none"> • Homelink: Sum Up: Remember Order
Predicts what will happen next in an unfamiliar story (CLLD2.2s)	<ul style="list-style-type: none"> • Peek at the Story • Print Directionality Introduction
Uses new words learned through listening to stories (CLLD2.2t)	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.

VIRGINIA STANDARDS	WATERFORD RESOURCES
CLLD2.3. Learning Spoken Language is Composed of Smaller Segments of Sound	
Begins to rhyme and produce rhymes of simple words (CLLD2.3i)	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme
Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox) (CLLD2.3j)	<ul style="list-style-type: none"> • Song: Compound Words • Take Away Syllables
Begins to segment and combine syllables (e.g., purple segmented is purple; when combined it is purple) (CLLD2.3k)	<ul style="list-style-type: none"> • Syllable • Syllable Safari <p>Resources:</p> <ul style="list-style-type: none"> • Syllable Cards
Begins to identify the initial and final sound in words (e.g., /b/ in bat) (CLLD2.3l)	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where is the Sound?
CLLD2.4. Learning How Letters and Print Work to Create Words and Meaning	
For many, with instructional support, matches the sound with the corresponding letter (CLLD2.4f)	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound Instruction • Name That Letter Sound • Letter Sound Screening
For many, with instructional support, matches the letter with the corresponding sound (CLLD2.4g)	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound Instruction • Name That Letter Sound • Letter Sound Screening
Recognizes many upper and lower case letters (CLLD2.4h)	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Pictures • Letter Trace (Letter Picture Writing) • Print Concepts • Coloring Game (Make a Scene) • Pick the Letter (Letter Checker)
Will use a combination of letters and symbols to represent words (CLLD2.4i)	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Letters Make Words • Words Tell About the Pictures
CLLD3. FOUNDATIONS OF WRITING	
CLLD3.1. Drawing, Scribbling, and Writing to Communicate	
Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish) (CLLD3.1q)	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Pictures • Letter Trace (Letter Picture Writing) • Print Concepts • Letters Make Words • Coloring Game (Make a Scene) • Pick the Letter (Letter Checker) <p>Resources:</p> <ul style="list-style-type: none"> • Family Writing Activities

VIRGINIA STANDARDS	WATERFORD RESOURCES
CLLD.3.1. Drawing, Scribbling, and Writing to Communicate <i>continued</i>	
Begins to represent the initial and final sounds to represent a word (e.g., 'dg' for dog) (CLLD3.1r)	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Pictures • Letter Trace (Letter Picture Writing) • Print Concepts • Letters Make Words • Coloring Game (Make a Scene) • Pick the Letter (Letter Checker) <p>Resources:</p> <ul style="list-style-type: none"> • Family Writing Activities
Retells or reads their writing to others (CLLD3.1s)	<ul style="list-style-type: none"> • Letters Make Words • Words Tell About the Pictures <p>Resources:</p> <ul style="list-style-type: none"> • Journal Pages
Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced (CLLD3.1t)	<ul style="list-style-type: none"> • Name Game (What's Your Name?) • Letter Trace (Letter Picture Writing)
Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right (CLLD3.1u)	<ul style="list-style-type: none"> • Name Game (What's Your Name?) • Letter Trace (Letter Picture Writing)
Begins to copy names of familiar people and objects (CLLD3.1v)	<ul style="list-style-type: none"> • Letter Trace (Letter Picture Writing) • Coloring Game (Make a Scene)
CLLD3.2. Developing Writing Habits and Skills	
Continues to revise writing in the moment based on interactions with peers and adults (CLLD3.2f)	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.
Begins to revise by adding details to drawings/writings to express their ideas (CLLD3.2g)	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.
Begins to make a plan for the writing they will produce (e.g., creates picture to tell story and then writes) (CLLD3.2h)	<p>Resources:</p> <ul style="list-style-type: none"> • Goal Setting • Family Writing Activities
CLLD3.3. Handling Writing Tools	
Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools (CLLD3.3g)	<p>Resources:</p> <ul style="list-style-type: none"> • Pencil Grip
Uses a variety of digital tools to write or draw (CLLD3.3h)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.

VIRGINIA STANDARDS	WATERFORD RESOURCES
AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)	
HPD1. USING SENSES	
HPD1.1. Learning Through All Senses	
<p>Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children) (HPD1.1q)</p>	<ul style="list-style-type: none"> • Songs: Five Senses; Positioning • Book: Up in the Air • Sight • Hearing • Touch • Taste • Smell • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between
<p>Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line) (HPD1.1r)</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • 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>Resources:</p> <ul style="list-style-type: none"> • Personal Space Circle
HPD2. GROSS MOTOR	
HPD2.1. Developing Large Muscle Control	
<p>Demonstrates more coordinated movement when jumping for height and distance, hopping, and running (HPD2.1o)</p>	<p>Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills and spatial awareness including balance and fitness, such as strength, flexibility, and endurance.</p>
<p>Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time (HPD2.1p)</p>	<p>Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills and spatial awareness including balance and fitness, such as strength, flexibility, and endurance.</p>
<p>Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels (HPD2.1q)</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • 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

VIRGINIA STANDARDS	WATERFORD RESOURCES
HPD2.2. Exploring the Environment	
Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light) (HPD2.2f)	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest
HPD3. FINE MOTOR	
HPD3.1. Using Eyes and Hands Together	
Uses objects with ease (e.g., fork, spoon, and sometimes a table knife) (HPD3.1j)	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
Draws smaller figures and includes more detail (e.g., faces with features) (HPD3.1k)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
HPD3.2. Developing Small Muscle Control	
Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle) (HPD3.2j)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping) (HPD3.2k)	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
HPD4. PHYSICAL HEALTH AND SELF-CARE	
HPD4.1. Taking Care of Daily Health Needs	
Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently) (HPD4.1r)	<ul style="list-style-type: none"> • Books: The Germs; Whatever the Weather • Avoid Germs and Prevent Illness • Germs <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus • Dental Chart • Monkey Mouth
Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes (HPD4.1s)	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help. <ul style="list-style-type: none"> • Marmot's Basket
Consistently uses strategies to calm themselves when needed (HPD4.1t)	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."
HPD4.2. Adopting Safe Behaviors	
Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules (HPD4.2o)	<ul style="list-style-type: none"> • Songs: 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 • Consequences Cards
Participates in safety practices by helping to use car seat restraints and helmets (HPD4.2p)	

VIRGINIA STANDARDS	WATERFORD RESOURCES
HPD4.2. Adopting Safe Behaviors <i>continued</i>	
Identifies people in the community who can help them (e.g., firefighter, nurse) (HPD4.2q)	Resources: <ul style="list-style-type: none"> Community Helpers
Identifies emergency and non-emergency situations (HPD4.2r)	Resources: <ul style="list-style-type: none"> Emergency Preparedness for Kids Fire Safety Activities for Kids
HPD4.3. Eating With Healthy Habits	
Makes healthy eating choices both independently and with support (HPD4.3m)	<ul style="list-style-type: none"> Song: Health Healthy Food Resources: <ul style="list-style-type: none"> My Healthy Plate Food Pictures
Follows picture recipes to prepare a simple snack (HPD4.3n)	
Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, “Milk makes my bones strong.” (HPD4.3o)	<ul style="list-style-type: none"> Song: Health Healthy Food Resources: <ul style="list-style-type: none"> My Healthy Plate Food Pictures
HPD4.4. Developing Healthy Habits for Rest and Sleep	
Independently starts and participates in sleep routines (HPD4.4m)	<ul style="list-style-type: none"> Song: Health Exercise and Rest
Can describe why sleep keeps us healthy (HPD4.4n)	<ul style="list-style-type: none"> Exercise and Rest
AREA FIVE: COGNITIVE DEVELOPMENT (CD)	
CD1. SCIENCE: THE NATURAL AND PHYSICAL WORLD	
CD1.1. Paying Attention to the Natural World	
Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics) (CD1.1j)	<ul style="list-style-type: none"> Song: Same and Different Let’s Compare Comparatives Materials
Imitates and uses adults’ words and ideas when talking about the physical and natural worlds (CD1.1k)	All activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond.
Shows detail in drawings, constructions, demonstrations to show thinking (CD1.1l)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.

VIRGINIA STANDARDS	WATERFORD RESOURCES
CD1.2. Testing Questions and Ideas	
Uses many sources (e.g., pictures, books) to gather information (CD1.2n)	<ul style="list-style-type: none"> • Song: Five Senses • Science Books • Informational Books (See titles at end of document.) • Sight • Taste • Smell • Touch • Hearing • Science Tools • Weather Tools • Observe a Simple System
With adult guidance, plans and conducts investigations (CD1.2o)	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation • Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health
Analyzes results, draws conclusions, and communicates results (CD1.2p)	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation
Collaborates with others to conduct investigations (CD1.2q)	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation
CD2. SOCIAL SCIENCE: PEOPLE, COMMUNITY, AND CULTURE	
CD2.1. Learning About Ways That People Interact	
Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books and other media (artists, cooks, cashiers, construction workers) (CD2.1n)	<ul style="list-style-type: none"> • Read-Along Books • Informational Books (See titles at end of document.) <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children • Community Helpers
Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus) (CD2.1o)	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers
Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections (CD2.1p)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
CD2.2. Understanding Relationships and Connections	
Communicates about self as member of many different groups, such as within a family, classroom, faith community, or sport team (CD2.2g)	<ul style="list-style-type: none"> • My Family • Clubhouse • Marmot's Basket
Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group (CD2.2h)	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.
With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions (CD2.2i)	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.

VIRGINIA STANDARDS	WATERFORD RESOURCES
CD2.3. Learning About Differences	
Learns simple vocabulary of other languages spoken in home, classroom, or school community (CD2.3g)	Sing Around the World songs offer children opportunities to hear and see a variety of languages and cultures.
Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences (CD2.3h)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
With adult help, notices and communicates about different family structures represented in the group (CD2.3i)	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Communicates about own family's culture and traditions and accepts that children and families are different (CD2.3j)	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
CD3. MATHEMATICS	
CD3.1. Comparing Numbers, Counting, and Recognizing Quantities	
Counts forward to 20 by memory (CD3.1q)	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Number Practice • Bug Bits
Counts backwards from 5 (CD3.1r)	<ul style="list-style-type: none"> • Song: Backward Counting • Book: A Space Adventure • Counting Back
Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects (CD3.1s)	<ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Bug Bits • Match Numbers • Number Instruction • Number Counting
Counts up to 10 objects in a line (CD3.1t)	<ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Bug Bits • Match Numbers • Number Instruction • Number Counting
Answers the question "How many?" for up to 10 objects (CD3.1u)	<ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Match Numbers • Number Instruction • Number Counting
Counts out 10-20 objects in a line from a larger group (CD3.1v)	<ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Match Numbers • Number Instruction • Number Counting

VIRGINIA STANDARDS	WATERFORD RESOURCES
CD3.1. Comparing Numbers, Counting, and Recognizing Quantities <i>continued</i>	
Instantly recognizes a collection of up to 10 objects (i.e. subitizes) (CD3.1w)	<ul style="list-style-type: none"> • Moving Targets (Dots) • Match Numbers • Bug Bits <p>Resources:</p> <ul style="list-style-type: none"> • Dot Cards
Uses words that mean zero such as “nothing” or “none” (CD3.1x)	<ul style="list-style-type: none"> • Song: Zero is a Big Round Hole • Book: Zero in My Toy Box
Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects (CD3.1y)	<ul style="list-style-type: none"> • Song: Graphing • Match Numbers • Calendar/Graph Weather
Compares sets of objects that range in size from 1-10, as having “more”, “fewer” or “same” (CD3.1z)	<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
Arranges images with 3 or more different quantities of objects in correct order (CD3.1aa)	<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
CD3.2. Understanding Number Relationships and Solving Problems Using Operations	
Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2c)	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou; Addition • Add Groups • Act Out Addition
Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2d)	<ul style="list-style-type: none"> • Songs Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Subtract Groups • Act Out Subtraction
With adult help, uses “counting on” as a strategy to solve addition (joining) problems (e.g., “I have 3 and 2 more gives me 4, 5”) (CD3.2e)	<ul style="list-style-type: none"> • Song: Counting On • Count On • Count On by 1
With adult help, uses “counting back from” as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, “5,4,3... leaves 2”) (CD3.2f)	<ul style="list-style-type: none"> • Song: Backward Counting • Book: A Space Adventure • Counting Back
CD3.3. Geometric Thinking and Spatial Reasoning	
Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square) (CD3.3s)	<ul style="list-style-type: none"> • Geoboard • Tangrams
Correctly names squares, rectangles and triangles regardless of size or orientation (CD3.3t)	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Marmot Shapes • Book: The Shape of Things • Circle, Square, Triangle, Rectangle • Simple Shapes

VIRGINIA STANDARDS	WATERFORD RESOURCES
CD3.3. Geometric Thinking and Spatial Reasoning <i>continued</i>	
Describes attributes of two and three dimensional shapes (e.g., “A square has four corners/angles”, “a triangle has three straight sides”) (CD3.3u)	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes
Draws and describes pictures that show relative locations and uses terms like “near to” or “closer to” (CD3.3v)	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • 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
CD3.4. Sorting, Classifying, and Patterning	
Identifies, duplicates, extends, and creates simple repeating patterns (CD3.4l)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC <p>Resources:</p> <ul style="list-style-type: none"> • Pattern Cards
Fills in missing elements of simple, repeating patterns (CD3.4m)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC
Recognizes, names, and extends simple repeating patterns (CD3.4n)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Patterns AB • Patterns ABB • Patterns ABC
Describes quantitative changes (e.g., “I am two years older than when I started school.”) (CD3.4o)	<p>Resources:</p> <ul style="list-style-type: none"> • Learning Together: Number Sense
CD3.5. Describing, Comparing, and Measuring	
Directly compares the length or volume of two objects (CD3.5g)	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity
Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.) (CD3.5h)	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Big Small Song • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Large Small Toys • Big Little Animals

VIRGINIA STANDARDS	WATERFORD RESOURCES
CD3.5. Describing, Comparing, and Measuring <i>continued</i>	
With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is (CD3.5i)	<ul style="list-style-type: none"> • Song: Measuring Plants • Length
With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight (CD3.5j)	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Big Small Song • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Large Small Toys • Big Little Animals
With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure (CD3.5k)	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Weight
With adult support, demonstrates “size seriation” by comparing and ordering objects according to measured attribute/characteristic (e.g., places books on shelf according to measured size) (CD3.5l)	<ul style="list-style-type: none"> • Size • Order Size
With adult support, explores tools of measurement such as rulers, scales, and measuring cup, using the appropriate tool for the attribute/characteristic being measured (CD3.5m)	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Weight
With instruction, shows an awareness of time by talking about events with words such as before, after, and later (CD3.5n)	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Books: Marty’s Mixed-up Mom; Jose Three; I Can’t Wait • First, Next, and Last
CD4. FINE ARTS	
CD4.1. Exploring and Expressing Ideas Through Movement and Dance	
Imitates adult model of walking in a circle or circular fashion, walking on tiptoe and balancing on one foot during guided movement experiences (CD4.1p)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills and spatial awareness including balance and fitness, such as strength, flexibility, and endurance.
Follows directions or demonstrations of moving forward, backwards, sideways, or in a turning motion (CD4.1q)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills and spatial awareness including balance and fitness, such as strength, flexibility, and endurance.
Changes tempo of movements in response to changes in tempo or beat of music (CD4.1r)	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
Follows directions or example to stop moving on cue (CD4.1s)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills and spatial awareness including balance and fitness, such as strength, flexibility, and endurance.

VIRGINIA STANDARDS	WATERFORD RESOURCES
CD4.1. Exploring and Expressing Ideas Through Movement and Dance <i>continued</i>	
Reproduces dance steps or movements several times (CD4.1t)	<ul style="list-style-type: none"> • Songs: I Touch My Nose Like This; Head, Shoulders, Knees, and Toes • Baby's Ballet • Mama's Melody
Uses dance to communicate ideas or feelings (CD4.1u)	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody
CD4.2. Learning About and Through Music	
Creates original lyrics and songs (CD4.2s)	
Keeps a steady beat for 8-16 counts by patting body parts or using small instruments (CD4.2t)	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes
Draws to represent patterns in sound (e.g., "clap, clap, stomp, stomp" drawn as "dot, dot, dash, dash") (CD4.2u)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Uses songs, simple instruments and found materials to create music that expresses mood, story, or relationships (CD4.2v)	<p>Resources:</p> <ul style="list-style-type: none"> • Homelink: Unit 6, Week 3
CED4.3. Building Understanding, Empathy, and Relationship Skills Through Drama and Theatre Arts	
Uses props and dramatic play to explore roles and events in the larger community and world (CD4.3n)	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • Role Play • What Would You Do?
Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play (CD4.3o)	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • Role Play • What Would You Do?
CD4.4. Using Visual Arts Media to Express Thoughts and Feelings	
Begins to draw with planning and purpose to show or tell a story about something in their experience (CD4.4k)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Draws the human form with more accuracy and detail (CD4.4l)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Begins to describe art and the story it tells (CD4.4m)	<ul style="list-style-type: none"> • Squirrel's Sketches
With adult help, chooses media to match the intention of the art (e.g., clay vs. paint vs. 3-D vs. collage) (CD4.4n)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.



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

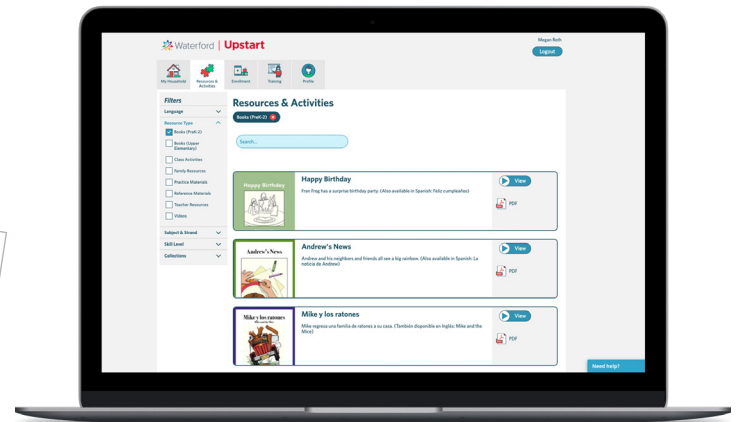
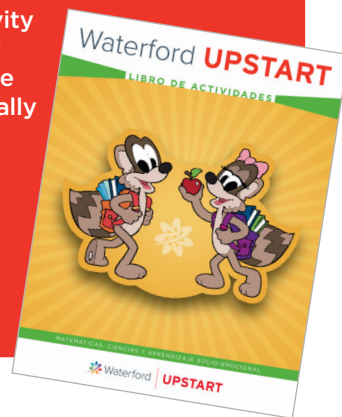
FAMILY ENGAGEMENT

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.