

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*Washington State  
Early Learning  
and Development  
Guidelines 2012*

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WASHINGTON STANDARDS	WATERFORD RESOURCES
<b>1. ABOUT ME AND MY FAMILY AND CULTURE</b>	
<b>FAMILY AND CULTURE</b>	
Take pride in own family composition and interest in others'. Understand that families are diverse.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.	<ul style="list-style-type: none"> <li>• Books: In the Rain; Seeing Fingers; Noise? What Noise?; Mine; Jose Three; Moving Day</li> </ul>
<b>SELF-CONCEPT</b>	
Describe what he or she likes and is interested in.	<ul style="list-style-type: none"> <li>• Books: Ooey, Goey Mud; Play Ball</li> </ul>
Choose activities to do alone or with others (such as puzzles, painting, etc.).	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Squirrel's Blocks</li> </ul>
<b>SELF-MANAGEMENT</b>	
Release emotional tensions in the arms or presence of a caring adult. (By this age, the child may have been discouraged from doing so and find it more difficult than before.) Still is able to cry, laugh, tremble, yawn and/or have non-hurtful tantrums. Is relaxed and cooperative afterward.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Associate emotions with words and facial expressions.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Soup's On!</li> <li>• Lost Dinosaur</li> </ul>
Express one or two feelings in role playing life experiences. Adopt a variety of roles in pretend play.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Emotion Cards</li> <li>• Lots of Feelings</li> </ul>
Anticipate consequences of own behavior. With help, consider possibilities and plan effective approaches to problems.	<ul style="list-style-type: none"> <li>• Broken Lamp</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> <li>• Kindness Suggestion Pictures</li> </ul>
Begin to enjoy games where the child has to change behavior in response to changing directions.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Hi! Notes</li> <li>• What Would You Do?</li> </ul>

WASHINGTON STANDARDS	WATERFORD RESOURCES
<b>LEARNING TO LEARN</b>	
Be curious; interested in trying things out.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>
Stay with a task for more than five minutes and attempt to solve problems that arise.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Use imagination to create a variety of ideas.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
Enjoy pretend play (such as using dolls or stuffed animals, or playing “house” or “explorers”).	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
Use play as a way to explore and understand life experiences and roles.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
Recognize when making mistakes and fix these errors during a task.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving Pictures</li> </ul>
<b>2. BUILDING RELATIONSHIPS</b>	
<b>INTERACTIONS WITH ADULTS</b>	
Seek emotional support from caregivers.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> <li>• Fine Me!</li> </ul>
Understand that adults may want the child to do something different than he/she wants to do.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
<b>INTERACTIONS WITH PEERS</b>	
Play with children the same age and of different ages.	<ul style="list-style-type: none"> <li>• Books: Will You Play With Me?; Play Ball; Bugs For Sale</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>
Initiate an activity with another child.	<ul style="list-style-type: none"> <li>• Books: Will You Play With Me?; Play Ball; Bugs For Sale</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• What Would You Do?</li> <li>• Role Play</li> </ul>
Invite other children to join groups or other activities.	<ul style="list-style-type: none"> <li>• Book: Will You Play With Me?</li> <li>• Clubhouse</li> </ul>
Make and follow plans for games with other children.	<ul style="list-style-type: none"> <li>• Book: Play Ball</li> </ul>
<b>SOCIAL BEHAVIORS</b>	
Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Panda and Tornado</li> <li>• Waiting Game</li> </ul>
Be able to think about behavior, being cooperative and non-hurtful. Able to talk about the best ways to do things.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.

WASHINGTON STANDARDS	WATERFORD RESOURCES
<b>SOCIAL BEHAVIORS</b> <i>continued</i>	
Cooperate with other children, share and take turns.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Connect emotions with facial expressions.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Soup’s On!</li> <li>• Lost Dinosaur</li> <li>• Papa’s Thumb</li> <li>• Broken Vase</li> </ul>
Care about other children when they are hurt or upset. Describe other children’s thoughtful behaviors.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> </ul>
Listen to what other children want and make plans that take these desires into account.	<ul style="list-style-type: none"> <li>• Marmot’s Basket</li> </ul>
Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>PROBLEM SOLVING, CONFLICT RESOLUTION</b>	
Ask for help from another child or an adult to solve a problem.	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.
Make decisions and solve problems with other children, with adult help.	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.
Observe that others may have ideas or feelings that differ from the child’s own.	<ul style="list-style-type: none"> <li>• Books: Ooey, Gooley Mud; I Hate Peas; Lumpy Mush; Play Ball</li> </ul>
Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.	Social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help.
<b>3. TOUCHING, SEEING, HEARING, AND MOVING AROUND</b>	
<b>USING THE LARGE MUSCLES (GROSS MOTOR SKILLS)</b>	
Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair, skills might include steering the chair into different spaces.	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.
Use both hands to catch. Throw with good aim. Kick an object.	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.
Show good balance and coordination, such as walking on a wide beam or line.	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.

WASHINGTON STANDARDS	WATERFORD RESOURCES
<b>USING THE LARGE MUSCLES (GROSS MOTOR SKILLS) <i>continued</i></b>	
Enjoy challenging him- or herself to try new and increasingly difficult activities.	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.
<b>USING THE SMALL MUSCLES (FINE MOTOR SKILLS)</b>	
Open and close a blunt scissors with one hand, and cut a straight line.	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination. <b>Resources:</b> <ul style="list-style-type: none"><li>• Sorting Shapes</li><li>• My Healthy Plate (Interactive)</li><li>• Amphibians</li></ul>
Show increasing skill with small materials. Screw and unscrew jar lids, and turn door handles. Use zippers, buttons and snaps. String large beads; fold paper; open and close containers.	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination. <b>Resources:</b> <ul style="list-style-type: none"><li>• Tracing</li><li>• Coloring Pages</li></ul>
Work puzzles of up to 10 pieces.	<b>Resources:</b> <ul style="list-style-type: none"><li>• Shapes</li></ul>
Write some letters or numbers.	<ul style="list-style-type: none"><li>• Explain Numbers</li><li>• Letter Trace (Letter Picture Writing)</li><li>• Number Instruction</li></ul>
Spend time practicing skills that are difficult. Be aware of what he/ she finds difficult and try to do it better.	While interacting with Waterford, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
<b>USING THE SENSES (SENSORIMOTOR SKILLS)</b>	
Delight in playing with materials of different texture (such as sand, water, fabric) and conditions (wet, dry, warm, cold).	<ul style="list-style-type: none"><li>• Books: Sue’s Slime; Ooey Gooley Mud; I Wish I Had Ears Like a Bat</li><li>• Materials</li></ul> <b>Resources:</b> <ul style="list-style-type: none"><li>• Clean Up Together!</li><li>• Rocks</li></ul>
<b>4. GROWING UP HEALTHY</b>	
<b>DAILY LIVING SKILLS (PERSONAL HEALTH AND HYGIENE)</b>	
Participate easily and know what to do in routine activities (such as meal time, bed time).	<b>Resources:</b> <ul style="list-style-type: none"><li>• Hand Washing Rebus</li><li>• Schedule Cards</li><li>• Health</li></ul>
Communicate need to rest, drink and eat.	<ul style="list-style-type: none"><li>• Song: Health</li><li>• Book: We All Exercise</li><li>• Exercise and Rest</li></ul>
Stay awake all day except, for some children, during nap time.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
Dress and undress, with only a little help needed.	<ul style="list-style-type: none"><li>• Book: Whatever the Weather</li></ul>

WASHINGTON STANDARDS	WATERFORD RESOURCES
<b>DAILY LIVING SKILLS (PERSONAL HEALTH AND HYGIENE) <i>continued</i></b>	
Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands).	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul>
Wash and dry hands before eating and after toileting, with some adult help.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul>
Cooperate while caregiver assists with brushing teeth.	<ul style="list-style-type: none"> <li>• Teeth</li> </ul>
Cover mouth when coughing.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul>
<b>NUTRITION AND HEALTH</b>	
Help prepare healthy snacks.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Health</li> <li>• My Healthy Plate</li> </ul>
Eat a variety of nutritious foods and eat independently. Try healthy foods from different cultures.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> </ul>
Serve self at family-style meals.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
Know what self-care items are used for (such as comb and toothbrush).	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Health</li> <li>• Teeth</li> </ul>
<b>SAFETY</b>	
Identify trusted adults who can help in dangerous situations.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Trusted Adults</li> </ul>
Follow safety rules indoors and outdoors.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Good Playing Rules Rebus</li> <li>• Hand Washing Rebus</li> <li>• Fire Safety Activities for Kids</li> <li>• Emergency Preparedness for Kids</li> </ul>
Keep a distance from wildlife.	<ul style="list-style-type: none"> <li>• Care of Earth</li> </ul>
<b>5. COMMUNICATING (LITERACY)</b>	
<b>SPEAKING AND LISTENING (LANGUAGE DEVELOPMENT)</b>	
Know and use several hundred words in home language. Use new words on own.	Activities provide opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts.
Use words to describe actions (such as “running fast”) and emotions (such as happy, sad, tired and scared).	<ul style="list-style-type: none"> <li>• Song: Verbs</li> <li>• Soup’s On!</li> <li>• Lost and Found</li> <li>• Boo Hoo Baby</li> <li>• Marmot’s Basket</li> </ul>
Talk in sentences of five or six words.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Picture Talk</li> <li>• Sentences Are Made Up of Words</li> </ul>

WASHINGTON STANDARDS	WATERFORD RESOURCES
<b>SPEAKING AND LISTENING (LANGUAGE DEVELOPMENT) <i>continued</i></b>	
Know when it is appropriate to ask questions and whom to ask. Ask questions to get information or clarification.	Question and response conversations within the social-emotional videos provide examples for students to ask and answer questions.
Remember and follow directions involving two or three steps, including steps that are not related (such as “Please pick up your toys and put on your shoes”).	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.
Remember all parts and respond correctly to a request (such as “Bring me the green towel”).	<ul style="list-style-type: none"> <li>• Memorization Skills</li> </ul>
Tell some details of a recent event in sequence.	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> </ul>
Tell a short make-believe story, with adult help.	<ul style="list-style-type: none"> <li>• Distinguish Between Fantasy and Reality</li> </ul>
Listen to others and respond in a group discussion for a short period. Remember what was said and gain information through listening.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
State own point of view, and likes and dislikes using words, gestures and/or pictures.	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Ooey, Goopy Mud; Lumpy Mush; Bad News Shoes</li> </ul>
Join in and make up songs, chants, rhymes and games that play with the sounds of language (such as clapping out the rhythm).	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn’t Rhyme</li> </ul>
Sing a song or say a poem from memory.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<b>READING</b>	
Know some basic rules of grammar (such as correctly using “me” and “I”).	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate grammar and conversation rules as characters develop ideas and communicate in complete sentences.
Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Pictures</li> <li>• Fast Letter Fun</li> <li>• Pick the Letter (Letter Checker)</li> </ul>
Understand which symbols are letters and which are numbers.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Number Instruction</li> </ul>



WASHINGTON STANDARDS	WATERFORD RESOURCES
<b>READING</b> <i>continued</i>	
Identify three or more letters with their sound at the beginning of a word (such as “day,” “dog” and “David” all begin with “d”).	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Mama Squirrel’s Sound Song</li> <li>• Letter Sound</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Read with Me Books (See titles at end of document.)</li> </ul>
Recognize some signs and symbols in the classroom and community (such as a Stop sign), and use them for information.	When the student’s session time has expired, a pop-up displays with a character holding a stop sign. The symbol is accompanied by the spoken message, “Your turn is finished. You’ve done a good job.”
Begin to recite some words in familiar books from memory.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Know that print has meaning.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>
Recognize own name in print.	<ul style="list-style-type: none"> <li>• Name Game (What’s Your Name?)</li> </ul>
Begin to understand the order in which a page is read (for example, English is read from left to right and top to bottom).	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>
Tell you what is going to happen next in a story. Make up an ending.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• What Comes Next?</li> <li>• Step Into the Story</li> </ul>
Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes).	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
Use actions to show ideas from stories, signs, pictures, etc.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Retell more complicated, familiar stories from memory.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<b>WRITING</b>	
Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
Use letter-like symbols to make lists, letters and stories or to label pictures.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
Attempt to copy one or more letters of the alphabet.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
Begin to print or copy own name, and identify at least some of the letters.	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What’s Your Name?)</li> </ul>

WASHINGTON STANDARDS	WATERFORD RESOURCES
<b>WRITING</b> <i>continued</i>	
Explore writing letters in different languages.	Sing Around the World songs are heard in English and then in the language of the country represented. Children review letters, print concepts, and print directionality as text displays the words of each language heard.
<b>6. LEARNING ABOUT MY WORLD</b>	
<b>KNOWLEDGE (COGNITION)</b>	
Ask adults questions to get information (as appropriate in the family's culture).	Question and response conversations within the social-emotional videos provide examples for students to ask questions.
Describe likes and interests.	<ul style="list-style-type: none"> <li>• Books: Ooey, Goey Mud; I Hate Peas; Lumpy Mush; Play Ball</li> </ul>
Apply new information or words to an activity or interaction.	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 popup with an illustration.
Build on and adapt to what the child learned before. For example, change the way of stacking blocks after a tower continues to fall.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Shapes</li> </ul>
Be able to explain what he or she has done and why, including any changes made to his/ her plans.	<ul style="list-style-type: none"> <li>• Broken Lamp</li> <li>• Squirrel's Blocks</li> </ul>
Seek to understand cause and effect ("If I do this, why does that happen?").	<ul style="list-style-type: none"> <li>• Songs: Solid and Liquid; Push and Pull</li> <li>• Broken Lamp</li> <li>• Baby's Ball</li> </ul>
Understand the ideas of "same" and "different."	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Similarities and Differences in Letters</li> </ul>
Recognize objects, places and ideas by symbols (for example, recognize which is the men's room and which is the women's by looking at the stick figure symbols).	When the student's session time has expired, a pop-up displays with a character holding a stop sign. The symbol is accompanied by the spoken message, "Your turn is finished. You've done a good job."
Name more than three colors.	<ul style="list-style-type: none"> <li>• Song: Colors, Colors</li> <li>• Red, Yellow, and Blue</li> <li>• Color Practice</li> <li>• Coloring Game (Make a Scene)</li> </ul>
Group some everyday objects that go together (such as shoe and sock, pencil and paper).	<ul style="list-style-type: none"> <li>• Book: Together</li> </ul>
Predict what comes next in the day when there is a consistent schedule.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Schedule Cards</li> <li>• Calendar</li> </ul>
<b>MATH</b>	
Count to 20 and beyond. Count 10 or more objects accurately.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Counting Puzzle</li> <li>• Make and Count Groups</li> <li>• One-to-One Correspondence</li> </ul>

WASHINGTON STANDARDS	WATERFORD RESOURCES
<b>MATH <i>continued</i></b>	
Give the next number in the sequence 1 through 10.	<ul style="list-style-type: none"> <li>• Song: Counting On</li> <li>• Count On</li> <li>• Order Numbers</li> <li>• Number Chart</li> <li>• Number Instruction</li> </ul>
Count out 10 items; may use fingers, body parts or other counters, as used in the child's home culture. Count and group things by number.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• One-to-One Correspondence</li> </ul>
Compare groups of up to 10 objects.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Make and Count Groups</li> </ul>
Find the sum when joining two sets of up to five objects.	<ul style="list-style-type: none"> <li>• Song: Pirates Can Add; On the Bayou; Circus Subtraction; Subtract Those Cars; Bakery Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Act Out Addition</li> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> </ul>
Identify by sight how many are in a small group of objects, up to four.	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> </ul>
Use measuring tools in play (such as a ruler, measuring cups, or parts of the body).	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> </ul>
Match and sort simple shapes (circles, squares, triangles).	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes; Buttons, Buttons</li> <li>• Sort</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
Compare size (such as, "I'm as tall as the yellow bookshelf.") Describe objects using size words (big, small, tall, short).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Make Comparisons</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>
Compare two objects using comparison words such as smaller, faster and heavier.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Make Comparisons</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>

WASHINGTON STANDARDS	WATERFORD RESOURCES
<b>MATH</b> <i>continued</i>	
Order three objects by one characteristic, ( such as from smallest to largest).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Order Size</li> <li>• Make Comparisons</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>
Work puzzles with up to 10 pieces.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Shapes</li> </ul>
Create own patterns with a variety of materials. Describe what the pattern is.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
Follow simple directions for position (beside, next to, between, etc.)	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• First, Next, and Last</li> </ul>
<b>SCIENCE</b>	
Ask questions and identify ways to find answers. Try out these activities and think about what to do next to learn more.	<ul style="list-style-type: none"> <li>• Song: Reading Detective (Build Vocabulary)</li> <li>• Find an Answer</li> <li>• Print Directionality Introduction</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
Predict what will happen in science and nature experiences. Consider whether these predictions were right, and explain why or why not.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.).	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Magnets</li> </ul>
Measure sand or water using a variety of containers.	<ul style="list-style-type: none"> <li>• Capacity</li> </ul>
Use one sense (such as smell) to experience something and make one or two comments to describe this.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>
Investigate the properties of things in nature. Begin to understand what various life forms need in order to grow and live.	<ul style="list-style-type: none"> <li>• Songs: Food From Plants; Living and Nonliving; Water</li> <li>• Book: Everybody Needs to Eat</li> <li>• Water</li> <li>• Sun</li> <li>• Plants</li> <li>• Food From Plants</li> </ul>

WASHINGTON STANDARDS	WATERFORD RESOURCES
<b>SCIENCE</b> <i>continued</i>	
Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.	<ul style="list-style-type: none"> <li>Books: Bertie; Yangshi's Perimeter; Mela's Water Pot</li> </ul>
Talk about changes in the weather and seasons, using common words, such as rainy and windy.	<ul style="list-style-type: none"> <li>Songs: Precipitation; Seasons</li> <li>Books: Whatever the Weather; That's What I Like: A Book About Seasons</li> <li>Weather</li> <li>Spring</li> <li>Summer</li> <li>Fall</li> <li>Winter</li> </ul>
Look at where the sun is in the morning, afternoon, evening and night.	<ul style="list-style-type: none"> <li>Song: Sun Blues</li> <li>Sun</li> </ul>
Take walks outside and gather different types of leaves, name colors he/she sees outdoors.	<ul style="list-style-type: none"> <li>Book: Your Backyard</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>The World Around Us</li> <li>Plant or Animal Sort</li> <li>Exploring Your Home City with Your Children</li> </ul>
Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc.	<ul style="list-style-type: none"> <li>Songs: Pollution Rap; Conservation</li> <li>Pollution and Recycling</li> <li>Care of Earth</li> </ul>
<b>SOCIAL STUDIES</b>	
Describe family members and understand simple relationships (such as, "Marika is my sister.")	<ul style="list-style-type: none"> <li>Come Inside</li> <li>My Family</li> </ul>
Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> </ul>
Draw own family, as the child understands it.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Ask questions about similarities and differences in other people (such as language, hair style, clothing).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend.	<ul style="list-style-type: none"> <li>Books: I Can't Wait; My Family Campout</li> </ul>
Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor).	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Community Helpers</li> <li>Farmer in the Dell Word Strips</li> </ul>
Enjoy taking the roles of different jobs in pretend play.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>
Talk about what the child wants to be when he or she grows up.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; My Reptile Hospital</li> </ul>
Play store or restaurant, with empty food containers, receipts, etc.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>

WASHINGTON STANDARDS	WATERFORD RESOURCES
<b>SOCIAL STUDIES <i>continued</i></b>	
Match objects to their normal locations (for example, a stove in the kitchen, a bed in the bedroom, a tree in the forest).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>
Recognize where he or she is when traveling in familiar areas, most of the time.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
Recognize that roads have signs or a name, and houses and apartments usually have numbers to help identify their locations.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
<b>ARTS</b>	
Show an increasing ability to use art materials safely and with purpose.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Understand that different art forms (such as dance, music or painting) can be used to tell a story.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> <li>Squirrel's Sketches</li> </ul>
Express self through art and music. Take pride in showing others own creations ("Look at my picture.")	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> <li>Squirrel's Sketches</li> <li>Party Time!</li> </ul>
Use a variety of materials to create representations of people and things (such as drawing a person showing two to four body parts).	<ul style="list-style-type: none"> <li>Parts of the Face</li> <li>Body Parts</li> </ul>
Show creativity and imagination.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Hum or move to the rhythm of recorded music.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>
Ask to sing a particular song.	<ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Remember the words to a familiar song.	<ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Enjoy participating in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances.	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program.
Enjoy learning songs and dances from other cultures.	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> </ul>
Watch other children dance; try to mimic the movements.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>
Express feelings through movement and dancing in various musical tempos and styles.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>
Perform simple elements of drama (such as audience, actors).	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul>
Participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul>



## PRE-READING

### Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

### Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

## BASIC READING

### Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

### Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

### Readable Books (Read or Record)

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

### Readable (Walk-Through/Jump-Through/Record Titles)

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam





## FLUENT READING

### Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

### Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

## Informational Books

The 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



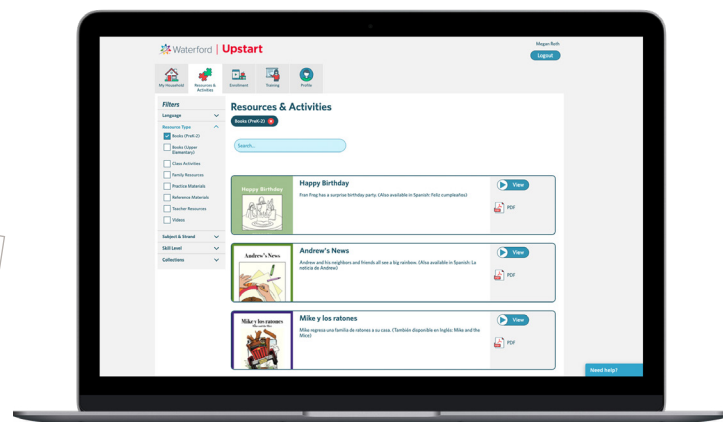
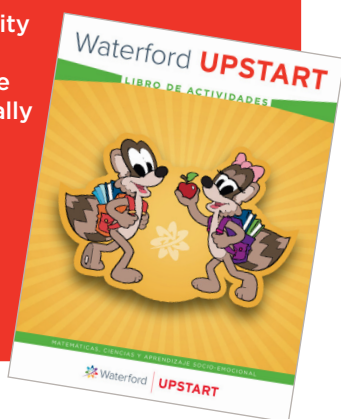
## FAMILY ENGAGEMENT

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.