

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*New Mexico  
Early Learning  
Guidelines June  
2020*

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NEW MEXICO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>DOMAIN 1: PHYSICAL DEVELOPMENT, HEALTH, AND WELL-BEING</b>	
<b>INDICATOR 1: THE CHILD USES GROSS MOTOR CONTROL INDEPENDENTLY, INCLUDING BALANCE, SPATIAL AWARENESS, AND STABILITY.</b>	
1.1: Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles, and scooters.	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.
1.2: Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games [i.e., “Duck, Duck, Goose”]).	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>INDICATOR 2: THE CHILD INDEPENDENTLY USES FINE MOTOR SKILLS.</b>	
<b>2.1: IS DEVELOPING MANUAL COORDINATION TO USE WRITING AND CRAFTING TOOLS AND DEMONSTRATE SELF-HELP SKILLS SUCH AS BUTTONING AND ZIPPING.</b>	
2.1a: Develops manual coordination to use writing and crafting tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. The daily use of a touch pad or mouse develops dexterity and eye-hand coordination.
2.1b: Demonstrates self-help fine motor skills such as buttoning and zipping.	The daily use of a touch pad or mouse develops dexterity and eye-hand coordination.
<b>DOMAIN 2: LITERACY</b>	
<b>INDICATOR 5: THE CHILD DEMONSTRATES UNDERSTANDING AND FUNCTION OF BOTH RECEPTIVE AND EXPRESSIVE VOCABULARY.</b>	
5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
5.3: Demonstrates increasing abilities to understand and use language by the number, variety and complexity of words across varied purposes.	Waterford’s social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, ask and answer relevant questions, develop ideas, and communicate in complete sentences.
<b>INDICATOR 6: THE CHILD COMMUNICATES EXPERIENCES, IDEAS, AND FEELINGS THROUGH SPEAKING OR AMERICAN SIGN LANGUAGE (ASL).</b>	
6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.	Waterford’s social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other and communicate in complete sentences.

<b>NEW MEXICO STANDARDS</b>	<b>WATERFORD DIGITAL RESOURCES</b>
<b>INDICATOR 7: THE CHILD ENGAGES IN ACTIVITIES THAT PROMOTE THE ACQUISITION OF FOUNDATIONAL READING SKILLS.</b>	
7.2: Demonstrates comprehension of a story “read aloud” by asking relevant questions and providing key details in literary texts.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Peek at the Story</li> <li>• Find an Answer</li> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> <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>INDICATOR 7.3: DEMONSTRATES THE KNOWLEDGE TO MAKE SENSE OF PRINT.</b>	
7.3a: Shows an understanding of the basic concepts of print.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Picture Story</li> <li>• Letters Make Words</li> </ul>
7.3b: Understands that print carries meaning.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Picture Story</li> <li>• Letters Make Words</li> </ul>
<b>INDICATOR 7.4: HEARS AND DISCRIMINATES THE SOUNDS OF LANGUAGE IN WORDS TO DEVELOP PHONOLOGICAL AWARENESS.</b>	
7.4a: Recognizes and generates rhyming sounds in spoken language.	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn’t Rhyme</li> </ul>
7.4b: Demonstrates understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> <li>• Get Started with Sounds</li> <li>• Blending</li> <li>• Blend Individual Phonemes</li> <li>• Blend Every Sound</li> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>
<b>INDICATOR 7.5: DEMONSTRATES AN UNDERSTANDING OF ALPHABET PRINCIPLE AND WORD RECOGNITION SKILLS.</b>	
7.5a: Shows an understanding of alphabetic knowledge.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Checker</li> <li>• Hidden Pictures</li> <li>• Find the Letter</li> </ul>
7.5b: Knows and applies letter-sound correspondence and beginning sound-recognition skills.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Mama Squirrel’s Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Where Is the Sound?</li> </ul>

NEW MEXICO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>INDICATOR 8: THE CHILD ENGAGES IN ACTIVITIES THAT PROMOTE THE ACQUISITION OF EMERGENT WRITING SKILLS.</b>	
8.3: Understands how to apply the early stages of drawing and writing to convey meaning.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> </ul>
<b>DOMAIN 3: MATHEMATICS</b>	
<b>INDICATOR 9: THE CHILD UNDERSTANDS NUMBERS, WAYS OF REPRESENTING NUMBERS, AND RELATIONSHIPS BETWEEN QUANTITIES AND NUMERALS.</b>	
9.1: Uses numbers and counting as means for solving problems and determining quantity.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Math Books</li> <li>• Explain Numbers</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Counting Puzzle</li> </ul>
<b>INDICATOR 9.3: PROGRESSES IN UNDERSTANDING OF NUMBER WORDS AND NUMERAL RECOGNITION SKILLS.</b>	
9.3a: Rote counts in sequence.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• Counting Puzzle</li> </ul>
9.3b: Names and identifies written numerals.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Number Songs</li> <li>• Number Practice</li> <li>• Match Numbers</li> <li>• Dot-to-Dot</li> <li>• Picture Puzzle</li> <li>• Shape Puzzle</li> <li>• Moving Target</li> </ul>
<b>INDICATOR 10: THE CHILD DEMONSTRATES UNDERSTANDING OF GEOMETRICAL AND SPATIAL CONCEPTS.</b>	
10.1: Recognizes, names, describes, compares, and creates familiar shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites</li> <li>• Book: Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Geoboard</li> </ul>

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<b>INDICATOR 11: THE CHILD DEMONSTRATES AN UNDERSTANDING OF NONSTANDARD UNITS TO MEASURE AND MAKE COMPARISONS.</b>	
11.3: Demonstrates emerging knowledge of measurement.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Science Tools</li> <li>• Weather Tools</li> </ul>
<b>INDICATOR 12: THE CHILD DEMONSTRATES THE ABILITY TO INVESTIGATE, ORGANIZE, AND CREATE REPRESENTATIONS.</b>	
12.1: Sorts, classifies, and groups materials by one or more attributes.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>
<b>DOMAIN 4: AESTHETIC CREATIVITY</b>	
<b>INDICATOR 13: THE CHILD DEMONSTRATES APPRECIATION FOR THE ARTS (MOVEMENT, MUSIC, VISUAL, AND DRAMATIC).</b>	
13.1: Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).	<ul style="list-style-type: none"> <li>• Song: Squirrel's Zoo Colors</li> <li>• Color Practice</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Squirrel's Sketches</li> <li>• Papa's Play</li> </ul>
<b>DOMAIN 5: SCIENTIFIC CONCEPTUAL UNDERSTANDING</b>	
<b>INDICATOR 14: THE CHILD USES A PROCESS OF INQUIRY TO INVESTIGATE THE PHYSICAL AND NATURAL WORLDS AND TO HYPOTHESIZE AND MAKE PREDICTIONS.</b>	
14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
14.3: Makes predictions and forms hypotheses.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Tools</li> </ul>
<b>INDICATOR 16: THE CHILD ACQUIRES SCIENTIFIC KNOWLEDGE RELATED TO EARTH SCIENCE.</b>	
16.1: Investigates, compares, contrasts seasonal and weather changes in the immediate environment.	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Sun Blues; Seasons</li> <li>• Books: I Want to Be a Scientist Like Joanne Simpson; That's What I Like: A Book About Seasons</li> <li>• Weather</li> <li>• Weather Tools</li> <li>• Calendar/Graph Weather</li> <li>• Sun</li> <li>• Clouds</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>

NEW MEXICO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>DOMAIN 6: SELF, FAMILY, AND COMMUNITY</b>	
<b>INDICATOR 18: THE CHILD DEVELOPS SELF-CONTROL.</b>	
18.1: Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).	Waterford’s 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.”
<b>INDICATOR 19: THE CHILD DEMONSTRATES PERSONAL RESPONSIBILITY.</b>	
19.1: Cares for personal and group possessions.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect other’s rights and property, as well as their own.
<b>INDICATOR 20: THE CHILD WORKS COOPERATIVELY WITH OTHER CHILDREN AND ADULTS.</b>	
20.1: Plays and interacts with various children sharing experiences and ideas with others.	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. <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>
20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	Waterford’s social-emotional videos model problem-solving strategies that include individual methods, as well as seeking adult help. <ul style="list-style-type: none"> <li>• It’s Not Fair</li> <li>• Musical Mayhem</li> </ul>
<b>INDICATOR 21: THE CHILD DEVELOPS RELATIONSHIPS OF MUTUAL TRUST AND RESPECT WITH OTHERS.</b>	
21.2: Accepts guidance from a variety of appropriate adults and seeks their support when needed.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost Dinosaur</li> </ul>
<b>DOMAIN 7: APPROACHES TO LEARNING</b>	
<b>INDICATOR 24: THE CHILD TAKES INITIATIVE.</b>	
24.2: Develops increasing independence during activities, routines, and play.	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. <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Squirrel’s Sketches</li> <li>• Baby’s Ball</li> </ul>

NEW MEXICO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>INDICATOR 25: THE CHILD EXHIBITS IMAGINATION AND CREATIVITY.</b>	
<p>25.3: Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences.</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• Papa’s Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Playing</li> <li>• What Would You Do?</li> <li>• Hi! Notes</li> </ul>
<b>INDICATOR 27: THE CHILD DISPLAYS PERSISTENCE AND PURSUES CHALLENGES.</b>	
<p>27.1: Focuses and completes a variety of tasks, activities, projects, and experiences.</p>	<p>Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within activities can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instructions when they need extra assistance to finish a task.</p>





## 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

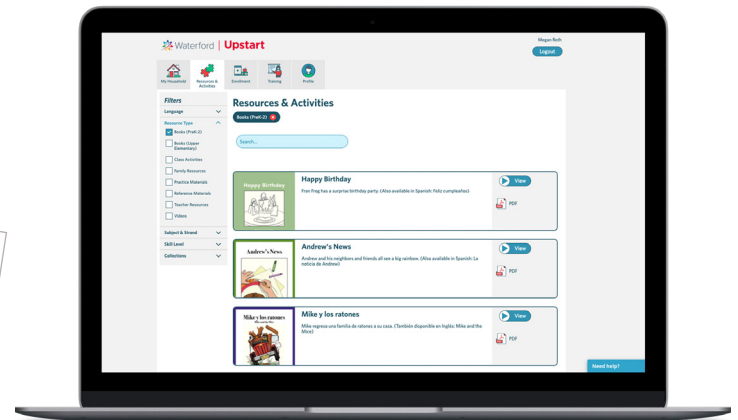
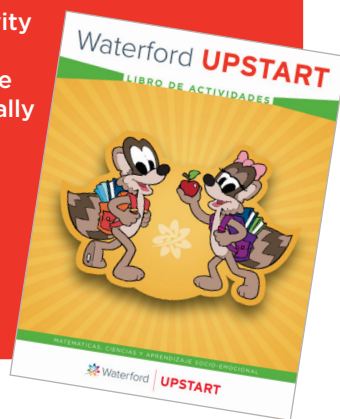
## FAMILY ENGAGEMENT

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, Goopy 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.