

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Iowa Early
Learning
Standards 3rd
Edition 2017*

TABLE OF CONTENTS

AREA 1: SOCIAL AND EMOTIONAL DEVELOPMENT ... 1

Self - Preschool (3 - 5 years)	1
Self-Regulation - Preschool (3 - 5 years)	1
Relationship with Adults - Preschool (3 - 5 years).....	3
Relationship with Children - Preschool (3 - 5 years).....	3

AREA 2: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT 4

Healthy and Safe Living - Preschool (3 - 5 years) ...	4
Large Motor Skills - Preschool (3 - 5 years)	5
Small Motor Development - Preschool (3 - 5 years).....	5

AREA 3: APPROACHES TO LEARNING..... 5

Curiosity and Initiative - Preschool (3 - 5 years) ...	5
Engagement and Persistence - Preschool (3 - 5 years).....	6
Reasoning and Problem Solving - Preschool (3 - 5 years).....	7
Play and Senses - Preschool (3 - 5 years).....	7

AREA 4: SOCIAL STUDIES..... 8

Awareness of Family and Community - Preschool (3 - 5 years)	8
Awareness of Culture - Preschool (3 - 5 years)	9
Awareness of the Relationship Between People and the Environment in Which They Live -Preschool (3 - 5 years).....	9
Awareness of Past - Preschool (3 - 5 years) *	10

AREA 5: CREATIVE ARTS..... 11

Music, Rhythm, and Movement - Preschool (3 - 5 years).....	11
Dramatic Play - Preschool (3 - 5 years).....	11

AREA 6: COMMUNICATION, LANGUAGE, AND LITERACY 12

Language Understanding and Use - Preschool (3 - 5 years)	12
Early Literacy - Preschool (3 - 5 years)	13
Early Writing - Preschool (3 - 5 years).....	14

AREA 7: MATHEMATICS 15

Numbers and Operations - Preschool (3 - 5 years).....	15
Patterns - Preschool (3 - 5 years).....	16
Shapes and Spatial Relationships - Preschool (3 - 5 years).....	16
Measurements - Preschool (3 - 5 years)*	17
Data Analysis - Preschool (3 - 5 years)*	17

AREA 8: SCIENCE 18

Scientific Investigations - Preschool (3 - 5 years) ...	18
Scientific Reasoning - Preschool (3 - 5 years)	19
Scientific Communications - Preschool (3 - 5 years).....	20

WATERFORD BOOKS AND RELATED ACTIVITIES 21

WATERFORD FAMILY ENGAGEMENT RESOURCES ... 24

IOWA STANDARDS	WATERFORD RESOURCES
AREA 1: SOCIAL AND EMOTIONAL DEVELOPMENT	
SELF - PRESCHOOL (3 - 5 YEARS)	
STANDARD 1.1.PS CHILDREN EXPRESS A POSITIVE AWARENESS OF SELF IN TERMS OF SPECIFIC ABILITIES, CHARACTERISTICS, AND PREFERENCES.	
<i>Benchmarks: The child...</i>	
1.2.PS.1 expresses a positive sense of self in terms of specific abilities.	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Gooley Mud; I Hate Peas; Lumpy Mush; Grandpa's Great Athlete; Bad News Shoes; Movin' to the Music Time • Squirrel's Sketches • My Name Is Squirrel
1.2.PS.2 expresses needs, wants, opinions, and feelings in socially appropriate ways.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Lost and Found • Squirrel's Blocks • Lost Dinosaur <p>Resources:</p> <ul style="list-style-type: none"> • Feelings Posters • Lots of Feelings • Guess How I'm Feeling
1.2.PS.3 demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride accomplishments.	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches <p>Resources:</p> <ul style="list-style-type: none"> • Garbage Elves • Classroom Helpers • All the Way Done
1.2.PS.4 recognizes own power to make choices.	<ul style="list-style-type: none"> • Books: Bugs For Sale; Fudge For Sale; Bad News Shoes • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Money • Classroom Helpers • All the Way Done
SELF-REGULATION - PRESCHOOL (3 - 5 YEARS)	
STANDARD 1.2.IT INFANTS AND TODDLERS SHOW INCREASING AWARENESS OF AND ABILITY TO EXPRESS EMOTIONS IN SOCIALLY AND CULTURALLY APPROPRIATE WAYS.	
<i>Benchmarks: The child...</i>	
1.2.PS.1 demonstrates the ability to monitor his or her own behavior and its effects on others, following and contributing to adult expectations.	<p>Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules
1.2.PS.2 persists with difficult tasks without becoming overly frustrated.	<p>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.</p>

IOWA STANDARDS	WATERFORD RESOURCES
<i>Benchmarks: The child...continued</i>	
1.2.PS.3 begins to accept consequences of his or her own actions.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Broken Lamp • Baby's Ball <p>Resources:</p> <ul style="list-style-type: none"> • Consequences Cards • What Would You Do?
1.2.PS.4 manages transitions and changes to routines.	<ul style="list-style-type: none"> • Soup's On! <p>Resources:</p> <ul style="list-style-type: none"> • Garbage Elves • Classroom Helpers • All the Way Done
1.2.PS.5 states feelings, needs, and opinions in difficult situations without harming self, others, or property.	<p>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.</p> <ul style="list-style-type: none"> • Soup's On! • Find Me! • My Family • Lost and Found • It's Not Fair • Do I Have To? • Clubhouse • Marmot's Basket <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Emotion Cards
1.2.PS.6 expresses an increasing range and variety of emotions, and the transitions between feeling states become smoother.	<p>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.</p> <ul style="list-style-type: none"> • Soup's On! • Find Me! • My Family • Lost and Found • It's Not Fair • Do I Have To? • Clubhouse • Marmot's Basket <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Emotion Cards

IOWA STANDARDS	WATERFORD RESOURCES
RELATIONSHIP WITH ADULTS - PRESCHOOL (3 - 5 YEARS)	
STANDARD 1.3.PS CHILDREN RELATE POSITIVELY WITH SIGNIFICANT ADULTS.	
<i>Benchmarks: The child...</i>	
1.3.PS.1 interacts comfortably with familiar adults.	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. Resources: • Community Helpers
1.3.PS.2 accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.	• Lost and Found • It's Not Fair! • Do I Have To? • Lost Dinosaur
1.3.PS.3 expresses affection toward familiar adults.	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. Resources: • Community Helpers
1.3.PS.4 shows trust in familiar adults.	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. Resources: • Community Helpers
1.3.PS.5 seeks help, as needed, from familiar adults.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
RELATIONSHIP WITH CHILDREN - PRESCHOOL (3 - 5 YEARS)	
STANDARD 1.4.PS CHILDREN RESPOND TO AND INITIATE APPROPRIATE INTERACTIONS WITH OTHER CHILDREN, AND FORM POSITIVE PEER RELATIONSHIPS.	
<i>Benchmarks: The child...</i>	
1.4.PS.1 initiates and sustains positive interactions with peers, and organizes play.	Resources: • Good Playing Rules
1.4.PS.2 wants to please and be like friends.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
1.4.PS.3 negotiates with others to resolve disagreements.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
1.4.PS.4 develops friendships with other children (peers); starts to demonstrate taking turns and sharing with others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. Resources: • Good Playing Rules
1.4.PS.5 expresses empathy to other children (peers), and demonstrates caring behaviors.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

IOWA STANDARDS	WATERFORD RESOURCES
<i>Benchmarks: The child...continued</i>	
1.4.PS.5 accepts consequences of his or her actions.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Broken Lamp • Baby's Ball <p>Resources:</p> <ul style="list-style-type: none"> • Consequences Cards • What Would You Do?
1.4.PS.6 recognizes how behaviors can affect others.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Broken Lamp • Baby's Ball <p>Resources:</p> <ul style="list-style-type: none"> • Consequences Cards • What Would You Do?
1.5.PS.7 names friends.	<ul style="list-style-type: none"> • Marmot's Basket
AREA 2: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT	
HEALTHY AND SAFE LIVING - PRESCHOOL (3 - 5 YEARS)	
STANDARD 2.1.PS CHILDREN SHOW INCREASING AWARENESS OF HEALTHY AND SAFE LIVING PRACTICES.	
<i>Benchmarks: The child...</i>	
2.1.PS.1 begins to recognize and select healthy foods.	<ul style="list-style-type: none"> • Song: Health • Healthy Food
2.1.PS.2 follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Teeth <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus • Food Pictures (Healthy Eating) • My Healthy Plate
2.1.PS.3 develops appropriate balance between rest and physical activity as part of a healthy lifestyle.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Healthy Food • Exercise and Rest
2.1.PS.4 demonstrates safe behaviors regarding environment (stranger, tornado, fire, traffic, bodies of water), toxic substances, objects, and climbing structures.	<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

IOWA STANDARDS	WATERFORD RESOURCES
<i>Benchmarks: The child...continued</i>	
2.1.PS.5 communicates safety rules and the reasons for the rules for indoor and outdoor environments.	<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
LARGE MOTOR SKILLS - PRESCHOOL (3 - 5 YEARS)	
STANDARD 2.2.PS CHILDREN DEVELOP LARGE MOTOR SKILLS.	
<i>Benchmarks: The child...</i>	
2.2.PS.1 demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.	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.
2.2.PS.2 demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing.	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.
2.2.PS.3 expresses enjoyment in participating in physical experiences and creative movement.	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.
SMALL MOTOR DEVELOPMENT - PRESCHOOL (3 - 5 YEARS)	
STANDARD 2.3.PS CHILDREN DEVELOP SMALL MOTOR SKILLS.	
<i>Benchmarks: The child...</i>	
2.3.PS.1 uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials, such as beads, pegs, shoelaces, puzzle pieces, and musical instruments.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
2.3.PS.2 demonstrates increased skills using scissors and writing tools for various learning experiences.	The daily use of a touch pad or mouse develops dexterity and eye-hand coordination.
AREA 3: APPROACHES TO LEARNING	
CURIOSITY AND INITIATIVE - PRESCHOOL (3 - 5 YEARS)	
STANDARD 3.1.PS CHILDREN EXPRESS CURIOSITY, INTEREST, AND INITIATIVE IN EXPLORING THE ENVIRONMENT, ENGAGING IN EXPERIENCES, AND LEARNING NEW SKILLS.	
<i>Benchmarks: The child...</i>	
3.1.PS.1 chooses, deliberately, to explore a variety of materials and experiences, seeking out new challenges.	<ul style="list-style-type: none"> • Pretend Play • Marmot’s Basket • Perfect Present • Materials

IOWA STANDARDS	WATERFORD RESOURCES
<i>Benchmarks: The child...continued</i>	
3.1.PS.2 participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.	<ul style="list-style-type: none"> • Song: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; Where in the World Would You Go Today? • Science Investigation • Perfect Present • Marmot's Basket
3.1.PS.3 asks questions about a variety of topics.	<ul style="list-style-type: none"> • Song: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; Where in the World Would You Go Today? • Science Investigation • Ask a Question
3.1.PS.4 repeats skills and experiences to build competence and support the exploration of new ideas.	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.
ENGAGEMENT AND PERSISTENCE - PRESCHOOL (3 - 5 YEARS)	
STANDARD 3.2.PS CHILDREN PURPOSEFULLY CHOOSE AND PERSIST IN EXPERIENCES AND PLAY.	
<i>Benchmarks: The child...</i>	
3.2.PS.1 maintains concentration on a task, despite distractions and interruptions.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
3.2.PS.2 stays engaged and completes a variety of both adult-directed and self-initiated tasks, projects, and experiences of increasing degrees of difficulty.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
3.2.PS.3 sets goals and follows a plan in order to complete a task.	<ul style="list-style-type: none"> • 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 • Marmot's Basket
STANDARD 3.2.PS CHILDREN PURPOSEFULLY CHOOSE AND PERSIST IN EXPERIENCES AND PLAY.	
<i>Benchmarks: The child...</i>	
3.2.PS.4 chooses to participate in play and learning experiences.	<ul style="list-style-type: none"> • Songs: The Scientific Method • 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 • Science Investigation • Science Tools • Pretend Play • Clubhouse • Marmot's Basket • Soup's On!

IOWA STANDARDS	WATERFORD RESOURCES
REASONING AND PROBLEM SOLVING - PRESCHOOL (3 - 5 YEARS)	
STANDARD 3.3.PS CHILDREN DEMONSTRATE STRATEGIES FOR REASONING AND PROBLEM SOLVING.	
<i>Benchmarks: The child...</i>	
3.3.PS.1 shows interest in and finds a variety of solutions to questions, tasks, or problems.	<ul style="list-style-type: none"> • Songs: The Scientific Method • 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 • Science Investigation • Science Tools • Pretend Play • Clubhouse • Marmot's Basket
3.3.PS.2 recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.	<ul style="list-style-type: none"> • Songs: The Scientific Method • 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 • Science Investigation • Science Tools • Pretend Play • Clubhouse • Marmot's Basket
3.3.PS.3 shares ideas or makes suggestions of how to solve a problem presented by another person.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot's Basket
PLAY AND SENSES - PRESCHOOL (3 - 5 YEARS)	
STANDARD 3.4.PS CHILDREN ENGAGE IN PLAY TO LEARN.	
<i>Benchmarks: The child...</i>	
3.4.PS.1 engages in a variety of indoor and outdoor play experiences.	<ul style="list-style-type: none"> • Clubhouse • Perfect Present • Marmot's Basket • Pretend Play
3.4.PS.2 uses sights, smells, sounds, textures, and tastes to discriminate between and to explore experiences, materials, and the environment.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat, Fawn Eyes • Sight • Taste • Smell • Touch • Hearing
3.4.PS.3 engages in self-initiated, unstructured play.	<ul style="list-style-type: none"> • Pretend Play
3.4.PS.4 plans and executes play experiences alone and with others.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse

IOWA STANDARDS	WATERFORD RESOURCES
AREA 4: SOCIAL STUDIES	
AWARENESS OF FAMILY AND COMMUNITY - PRESCHOOL (3 - 5 YEARS)	
STANDARD 4.1.PS CHILDREN DEMONSTRATE AN INCREASING AWARENESS OF BELONGING TO A FAMILY AND COMMUNITY.	
<i>Benchmarks: The child...</i>	
4.1.PS.1 demonstrates understanding communities are composed of groups of people who live, play, or work together.	<ul style="list-style-type: none"> • Books: Jose Three; Grandpa’s Great Athlete • My Family • Clubhouse • Marmot’s Basket
4.1.PS.2 demonstrates ability to identify communities to which they belong.	<ul style="list-style-type: none"> • Books: Jose Three; Grandpa’s Great Athlete • My Family • Clubhouse
4.1.PS.3 recognizes their family is an important group to which they belong.	<ul style="list-style-type: none"> • Books: Jose Three; Grandpa’s Great Athlete • My Family • Clubhouse
4.1.PS.4 demonstrates responsibility as a member of a family or community.	<ul style="list-style-type: none"> • Books: Jose Three; Grandpa’s Great Athlete • My Family • Clubhouse • Marmot’s Basket
4.1.PS.5 shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair! • Lost and Found • Squirrel’s Blocks • Lost Dinosaur <p>Resources:</p> <ul style="list-style-type: none"> • Feelings Posters • Lots of Feelings • Guess How I’m Feeling
4.1.PS.6 participates in creating and following rules and routines.	<p>Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules
4.1.PS.7 demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	<ul style="list-style-type: none"> • Do I Have To? • It’s Not Fair!

IOWA STANDARDS	WATERFORD RESOURCES
AWARENESS OF CULTURE - PRESCHOOL (3 - 5 YEARS)	
STANDARD 4.2.PS CHILDREN DEMONSTRATE AN INCREASING AWARENESS OF CULTURE AND DIVERSITY.	
<i>Benchmarks: The child...</i>	
4.2.PS.1 demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Gooley Mud; Grandpa’s Great Athlete; Movin’ to the Music Time • Sing Around the World Songs • My Family
4.2.PS.2 demonstrates acceptance of persons from different cultures and ethnic groups.	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Gooley Mud; Grandpa’s Great Athlete; Movin’ to the Music Time • Sing Around the World Songs • My Family
4.2.PS.3 demonstrates a sense of belonging, feeling pride in his or her own culture while showing respect for others.	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Gooley Mud; Grandpa’s Great Athlete; Movin’ to the Music Time • Sing Around the World Songs • My Family
4.2.PS.4 uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease and empathy with similarities and differences.	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Gooley Mud; Grandpa’s Great Athlete; Movin’ to the Music Time • Sing Around the World Songs • My Family
AWARENESS OF THE RELATIONSHIP BETWEEN PEOPLE AND THE ENVIRONMENT IN WHICH THEY LIVE -PRESCHOOL (3 - 5 YEARS)	
STANDARD 4.3.PS CHILDREN DEMONSTRATE AN INCREASING AWARENESS OF THE ENVIRONMENT IN WHICH THEY LIVE, ESPECIALLY HOW PEOPLE (INCLUDING THEMSELVES) RELATE TO THAT ENVIRONMENT.	
<i>Benchmarks: The child...</i>	
4.3.PS.1 interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.	<ul style="list-style-type: none"> • 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 • Build Knowledge • Science Investigation • Observe a Simple System • Science Tools <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children
4.3.PS.2 constructs meaning about himself or herself and the world through relevant and meaningful experiences with objects and the environment.	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Books: Mine; José Three; I Want to Be a Scientist Like Jane Goodall; Grandpa’s Great Athlete; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Build Knowledge <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children

IOWA STANDARDS	WATERFORD RESOURCES
<i>Benchmarks: The child...continued</i>	
4.3.PS.3 recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Water • Books: Your Backyard; Creepy Crawlers; Garden Visitors • Create Your Own Environment <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children
4.3.PS.4 recognizes that people share the environment with other people, animals, and plants.	<ul style="list-style-type: none"> • Songs: Plants; Water; Food From Plants; I Am Part of All I See • Books: Your Backyard; A Seed Grows; Mela’s Water Pot; Everybody Needs to Eat; Creepy Crawlers; Garden Visitors <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children
4.3.PS.5 understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Book: I Want to Be a Scientist Like Jane Goodall • Pollution and Recycling • Care of Water • Care of Earth
4.3.PS.6 recognizes a variety of jobs and the work associated with them.	<p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers
AWARENESS OF PAST - PRESCHOOL (3 - 5 YEARS) *	
STANDARD 4.4.PS CHILDREN DEMONSTRATE AN INCREASING AWARENESS OF PAST EVENTS AND HOW THOSE EVENTS RELATE TO ONE’S SELF, FAMILY, AND COMMUNITY.	
<i>Benchmarks: The child...</i>	
4.4.PS.1 differentiates between past, present, and future.	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Books: The Watermelon Seed; José Three; I Can’t Wait • Today • Yesterday/Tomorrow
4.4.PS.2 represents events and experiences that occurred in the past through words, play, and art.	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Books: The Watermelon Seed; José Three; I Can’t Wait • Today • Yesterday/Tomorrow
4.4.PS.3 uses past events to construct meaning of the world.	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Yesterday/Tomorrow • Fossils
4.4.PS.4 understands that events happened in the past and that the events relate to oneself, family, community, and culture.	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Yesterday/Tomorrow • Fossils

IOWA STANDARDS	WATERFORD RESOURCES
AREA 5: CREATIVE ARTS	
MUSIC, RHYTHM, AND MOVEMENT - PRESCHOOL (3 - 5 YEARS)	
STANDARD 5.2.PS CHILDREN PARTICIPATE IN A VARIETY OF MUSIC AND MOVEMENT EXPERIENCES.	
<i>Benchmarks: The child...</i>	
5.2.PS.1 participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and pitched instruments, and creating and singing chants, rhymes, and finger plays from diverse cultures.	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody
5.2.PS.2 demonstrates meaningful creative and imaginative responses, including taking on pretend roles, when listening to music to reflect the expressive elements of music.	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody
5.2.PS.3 notices differences in high and low sounds (pitch), long and short sounds (rhythm), loud and quiet sounds (dynamics), fast and slow sounds (tempo), and differences between instruments or sounds (timbre).	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Mama's Melody
5.2.PS.4 recognizes patterns in songs and rhymes and repeats them, using songs, chants or instruments, including the development of ability to keep beat.	<ul style="list-style-type: none"> • ABC Song: Pigeon March • Book: Movin' to the Music Time • Sing a Rhyme Songs/Books (See titles at end of document.)
5.2.PS.5 demonstrates an awareness of music and sound as part of daily life indoors and outdoors.	<ul style="list-style-type: none"> • Song: Sound • ABC Song: Pigeon March • Book: Movin' to the Music Time • Sing a Rhyme Songs/Books (See titles at end of document.)
DRAMATIC PLAY - PRESCHOOL (3 - 5 YEARS)	
STANDARD 5.3.PS CHILDREN ENGAGE IN DRAMATIC PLAY EXPERIENCES.	
<i>Benchmarks: The child...</i>	
5.3.PS.1 shows creativity and imagination when using materials.	<ul style="list-style-type: none"> • Pretend Play • Perfect Present
5.3.PS.2 assumes different roles in dramatic play situations.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play
5.3.PS.3 interacts with peers in dramatic play experiences that become more extended and complex.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play

IOWA STANDARDS	WATERFORD RESOURCES
AREA 6: COMMUNICATION, LANGUAGE, AND LITERACY	
LANGUAGE UNDERSTANDING AND USE - PRESCHOOL (3 - 5 YEARS)	
STANDARD 6.1.PS CHILDREN UNDERSTAND AND USE COMMUNICATION AND LANGUAGE FOR A VARIETY OF PURPOSES.	
<i>Benchmarks: The child...</i>	
6.1.PS.1 demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
6.1.PS.2 initiates, listens, and responds in relationship to the topics of conversations with other children (peers) and adults.	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
6.1.PS.3 speaks in phrases and sentences of increasing length and complexity.	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
6.1.PS.4 follows oral directions that involve several actions.	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.
6.1.PS.5 asks and answers a variety of questions.	<ul style="list-style-type: none"> • Sum Up: Five Ws • Science Investigation • Observe a Simple System • Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health
6.1.PS.6 demonstrates knowledge of the rules of conversations such as taking turns while speaking.	Social-emotional videos model conversations and discussions between various characters and demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
<i>The child, who is an English language learner, also...</i>	
6.1.PS.7 uses her or his home language, sometimes in combination with English, to communicate with people.	Waterford provides Spanish language support. With this feature enabled, children hear the instructions in English. If they select Repeat, children hear the instructions in Spanish and then again in English.
6.1.PS.8 demonstrates ongoing development and improvement in vocabulary and complexity in use of home language.	ELL students often thrive due to the scaffolded support and individual learning practice they receive.
6.1.PS.9 demonstrates engagement at home or the classroom in literacy activities to relate to her or his home language.	ELL students often thrive due to the scaffolded support and individual learning practice they receive.
6.1.PS.10 demonstrates receptive (listening) and expressive (speaking) English language skills to be able to comprehend the English language.	ELL students often thrive due to the scaffolded support and individual learning practice they receive.
6.1.PS.11 demonstrates engagement in English literacy activities to understand and respond to books, storytelling, and songs presented in English.	ELL students often thrive due to the scaffolded support and individual learning practice they receive.

IOWA STANDARDS	WATERFORD RESOURCES
EARLY LITERACY - PRESCHOOL (3 - 5 YEARS)	
STANDARD 6.2.PS CHILDREN ENGAGE IN EARLY READING EXPERIENCES.	
<i>Benchmarks: The child...</i>	
6.2.PS.1 expresses an interest and enjoyment in listening to books and attempts to read familiar books (print motivation).	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.)
6.2.PS.2 displays book handling knowledge by turning the book right side up, turning one page at a time, recognizing familiar books by the cover, pointing to words as they talk about or retell stories using books, and using left to right sweep (print awareness).	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.
6.2.PS.3 shows an awareness of print such as pointing to familiar words or letters (print awareness).	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words
6.2.PS.4 understands sentences are made of words and words are made of individual letters (concepts of print).	<ul style="list-style-type: none"> • Song: What is a Sentence? • Print Concepts • Print Directionality • Letters Make Words • Sentences
6.2.PS.5 understands increasingly and uses a variety of words (vocabulary).	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.
6.2.PS.6 shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters (comprehension and story retelling).	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • What Comes Next?
6.2.PS.7 recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge).	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Find the Letter • Fast Letter Fun • Letter Checker • Name That Letter • Name Game (What's Your Name?)
6.2.PS.8 recognizes most upper and lower case letters (letter knowledge).	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Find the Letter • Fast Letter Fun • Letter Checker • Name That Letter

IOWA STANDARDS	WATERFORD RESOURCES
<i>Benchmarks: The child...continued</i>	
6.2.PS.9 produces the sound of some of the letters she or he knows (phonics).	<ul style="list-style-type: none"> • Letter Sound Songs • Mama Squirrel's Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound
6.2.PS.10 identifies words that rhyme from a group of three words: cat, rug, hat (phonological awareness - rhyme).	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Sing a Rhyme Songs/Books (See titles at end of document.)
6.2.PS.11 identifies the beginning sound in words, such as identifying two words that start with the same sound (phonological awareness - alliteration).	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sound Songs • Coloring Game (Make a Scene)
6.2.PS.12 identifies the syllables in his or her name and in familiar objects or words by clapping and segmenting the syllables (phonological awareness - segmenting syllables).	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Name Game (What's Your Name?)
6.2.PS.13 blends syllables to identify a word, object, or picture (phonological awareness - blending syllables).	<ul style="list-style-type: none"> • Blend Phonemes • Blend Onset/Rime Sounds • Blend Every Sound (Phonemes)
EARLY WRITING - PRESCHOOL (3 - 5 YEARS)	
STANDARD 6.3.PS CHILDREN ENGAGE IN EARLY WRITING EXPERIENCES.	
<i>Benchmarks: The child...</i>	
6.3.PS.1 attempts to communicate with others using scribbles, shapes, pictures, letter-like forms and/or letters in writing.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing)
6.3.PS.2 experiments with a variety of writing tools such as pencils, crayons, brushes, markers, and digital tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
6.3.PS.3 uses expressive (speaking) language to share intended meaning of drawings and writing.	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.
6.3.PS.4 starts to demonstrate interest in learning to write letters, especially the letters in his or her name.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace (Letter Picture Writing) • Name Game (What's Your Name?)
6.3.PS.5 uses invented spelling consisting of beginning sounds to represent a whole word.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Letter Sound Songs • Coloring Game (Make a Scene)

IOWA STANDARDS	WATERFORD RESOURCES
AREA 7: MATHEMATICS	
NUMBERS AND OPERATIONS - PRESCHOOL (3 - 5 YEARS)	
STANDARD 7.1.PS CHILDREN UNDERSTAND COUNTING, WAYS OF REPRESENTING NUMBERS, AND RELATIONSHIPS BETWEEN QUANTITIES AND NUMERALS.	
<i>Benchmarks: The child...</i>	
7.1.PS.1 recognizes small quantities (1 to 5) without counting them (subitizing).	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits <p>Resources:</p> <ul style="list-style-type: none"> • Dot Cards
7.1.PS.2 counts to 20 verbally.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Counting • Number Instruction
7.1.PS.3 points and counts 10-20 objects accurately.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Bug Bits
7.1.PS.4 makes sets of 6-10 objects and describes parts.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers • One-to-One Correspondence • Make and Count Groups • Bug Bits
7.1.PS.5 uses language such as more, less or the same amount to compare quantities.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Greater Than, Less Than • More Than • Fewer Than
7.1.PS.6 identifies numerals to 10 by name.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Instruction • Make and Count Groups

IOWA STANDARDS	WATERFORD RESOURCES
PATTERNS - PRESCHOOL (3 - 5 YEARS)	
STANDARD 7.2.PS CHILDREN UNDERSTAND PATTERNS.	
<i>Benchmarks: The child...</i>	
7.2.PS.1 recognizes, reproduces and creates patterns moving from simple to complex.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB
7.2.PS.1 recognizes, reproduces and creates patterns moving from simple to complex.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB
7.2.PS.3 describes patterns seen in natural and designed settings.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABC • Pattern ABB
SHAPES AND SPATIAL RELATIONSHIPS - PRESCHOOL (3 - 5 YEARS)	
STANDARD 7.3.PS CHILDREN UNDERSTAND SHAPES AND SPATIAL RELATIONSHIPS	
<i>Benchmarks: The child...</i>	
7.3.PS.1 demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	<ul style="list-style-type: none"> • Songs: Positioning; Monster Trucks • Above, Below, Next to, On • Position • Over, Under, Above, Below • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last
7.3.PS.2 identifies and describes two- and three-dimensional shapes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot Shapes • Books: Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
7.3.PS.3 notices characteristics, similarities, and differences among shapes such as corners, points, edges, and sides.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides, Marmot Shapes • Books: Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
7.3.PS.4 notices how shapes fit together and can be taken apart to form other shapes.	<ul style="list-style-type: none"> • Books: Imagination Shapes • Geoboard • Tangrams

IOWA STANDARDS	WATERFORD RESOURCES
MEASUREMENTS - PRESCHOOL (3 - 5 YEARS)*	
STANDARD 7.4.PS CHILDREN UNDERSTAND COMPARISONS AND MEASUREMENTS	
<i>Benchmarks: The child...</i>	
7.4.PS.1 sorts, classifies, and puts objects in series using a variety of properties.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
7.4.PS.2 makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Capacity • Length • Order Size • Big and Little • Tall and Short • Heavy and Light • Size
7.4.PS.3 measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length
7.4.PS.4 explores objects using standard measuring tools such as rulers, measuring cups, and balance scales.	<ul style="list-style-type: none"> • Song: Measuring Plants • Capacity • Length
7.4.PS.5 begins to demonstrate knowledge that measurement requires a 'fair' comparison starting at the same baseline or measuring the same property such as length, height, and volume.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length
7.4.PS.6 develops an awareness of simple time concepts within his or her daily life such as day, night; and sequence of usual daily events, such as breakfast, lunch, dinner, bedtime; outdoor time follows snack; and brushing teeth after a meal.	<ul style="list-style-type: none"> • Today
DATA ANALYSIS - PRESCHOOL (3 - 5 YEARS)*	
STANDARD 7.5.PS CHILDREN DEMONSTRATE THE PROCESS OF DATA ANALYSIS BY SORTING AND CLASSIFYING, ASKING QUESTIONS, AND FINDING ANSWERS.	
<i>Benchmarks: The child...</i>	
7.5.PS.1 sorts collections of objects into sets such as lines, piles, or groups by color, size, shape, or kind.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
7.5.PS.2 sorts and resorts sets in a variety of ways.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
7.5.PS.3 compares and orders such as most to least, same amount as, and least to most.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Greater Than, Less Than • More Than • Fewer Than
7.5.PS.4 sorts data into two groups such as big and not big, green and not green, and pets and not pets.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort

IOWA STANDARDS	WATERFORD RESOURCES
<i>Benchmarks: The child...continued</i>	
7.5.PS.5 asks questions, collects, records, and organizes data to find answers to questions.	<ul style="list-style-type: none"> • Songs: The Scientific Method; Graphing; Tallying • Science Investigation • Calendar/Graph Weather • Graphs • Observe a Simple System
AREA 8: SCIENCE	
SCIENTIFIC INVESTIGATIONS - PRESCHOOL (3 - 5 YEARS)	
STANDARD 8.1.PS CHILDREN GATHER INFORMATION AND CONDUCT INVESTIGATIONS TO ADDRESS THEIR WONDERINGS AND TEST SOLUTIONS TO PROBLEMS)	
<i>Benchmarks: The child...</i>	
8.1.PS.1 asks questions about his or her environment, and begins to identify and look for information that will help answer those questions or solve problems.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation
8.1.PS.2 plans and conducts simple investigations alone or in collaboration with other children to answer questions or to design solutions to scientific or engineering problems.	<ul style="list-style-type: none"> • Song: The Scientific Method • Observe a Simple System • Science Investigation
8.1.PS.3 begins to use appropriate scientific tools and technology to conduct investigations, including scales, tape measure, magnifying glass, tweezers, and eye dropper.	<ul style="list-style-type: none"> • Science Tools • Science Investigation
8.1.PS.4 observes, investigates, and describes objects, materials, and other physical science phenomena in the classroom and outdoor environments such as shadows or reflections.	<ul style="list-style-type: none"> • Materials • States of Matter
8.1.PS.5 observes, investigates, and describes the characteristics, behavior, and habitats of living things.	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants are Growing; Food From Plants • Living or Nonliving • Deserts • Mountains • Oceans • Rainforests
8.1.PS.6 asks questions based on observations of weather-related phenomena and begins to notice relationships and patterns over time, such as it is warmer in the summer and colder in the winter.	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like: A Book About Seasons; Whatever the Weather • Spring • Summer • Fall • Winter • Calendar/Graph Weather • Weather Patterns • Weather
8.1PS.7 develops an awareness of nature through the exploration of natural environments and materials or through caring for animals or plants.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Alexander von Humboldt • Natural Resources • Science Investigation

IOWA STANDARDS	WATERFORD RESOURCES
SCIENTIFIC REASONING - PRESCHOOL (3 - 5 YEARS)	
STANDARD 8.2.PS CHILDREN USE REASONING TO MAKE SENSE OF INFORMATION AND DESIGN SOLUTIONS TO PROBLEMS IN THEIR ENVIRONMENT.	
<i>Benchmarks: The child...</i>	
8.2.PS.1 begins to make comparisons and to categorize nonliving things based on characteristics she or he can observe, such as texture, color, size, shape, temperature, sound, odor, usefulness, and weight.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Capacity • Length • Order Size
8.2.PS.2 uses information from investigations to identify similarities and differences in characteristics and behavior of living things and to make inferences about needs and how to meet needs such as caterpillars eat leaves.	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants; Water; Food From Plants • Books: A Seed Grows; Mela’s Water Pot; Everybody Needs to Eat • Plants Need Water • Animals Need Water • Plants and Animals Need Air • Healthy Plants’ Needs • Plants • Water • Food From Plants • Sun
8.2.PS.3 uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change such as plants grow with the proper amounts of water and light; combine substances; heat/cool an item; and baby animals generally resemble their parents.	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants Are Growing; Plants; Food From Plants • Books: A Seed Grows; Mela’s Water Pot; Everybody Needs to Eat • Plants Need Water • Living or Nonliving
8.2.PS.4 begins to identify ways humans positively and negatively impact the environment such as beginning awareness of conservation and respect for the environment, based on investigations.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Book: I Want to Be a Scientist Like Jane Goodall • Pollution and Recycling • Care of Water • Care of Earth
8.2.PS.5 describes and compares the properties and motions of objects in terms of speed and direction, based on exploration, such as faster, down, and beside; and begins to notice cause and effect relationships such as a ball rolls faster on a steeper incline.	<ul style="list-style-type: none"> • Song: Push and Pull; Gravity • Book: Buttons, Buttons • Book: Mr. Mario’s Neighborhood • Push and Pull • Magnets • Materials
8.2.PS.6 begins to notice patterns such as differences in weather in different seasons, and how different types of weather influence people and the environment, based on long-term explorations of weather and observations of the earth and sky.	<ul style="list-style-type: none"> • Song: Seasons • Book: That’s What I Like: A Book About Seasons; Whatever the Weather • Spring • Summer • Fall • Winter • Calendar/Graph Weather

IOWA STANDARDS	WATERFORD RESOURCES
SCIENTIFIC COMMUNICATIONS - PRESCHOOL (3 - 5 YEARS)	
STANDARD 8.3.PS CHILDREN SHARE INFORMATION AND UNDERSTANDING ABOUT EXPERIENCES IN THEIR ENVIRONMENT.	
<i>Benchmarks: The child...</i>	
8.3.PS.1 shares observations and ideas about the properties and behavior of nonliving and living things through a variety of modalities such as language, drawing, modeling, gesturing, and dramatizing.	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving
8.3.PS.2 obtains, evaluates, and uses age-appropriate text and online resources, with support, to gather information related to a topic of study and makes connections to observations and experiences such as when studying butterflies, children may evaluate a variety of books and begin to identify which books are most useful for learning about real butterflies.	<ul style="list-style-type: none"> • Build Knowledge • Science Investigation • Informational Books (See titles at end of document.)
8.3.PS.3 begins to ask questions of others to seek more information on a topic, and participates in generating questions to ask a visiting expert on a topic of interest.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to be a Scientists Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Build Knowledge • Science Investigation • Informational Books (See titles at end of document.)
8.3.PS.4 offers evidence to explain the thought process he or she used to make conclusions or claims, and listens to the claims, conclusions, and evidence of others to begin to identify areas of agreement and disagreement.	<ul style="list-style-type: none"> • Science Investigation • Build Knowledge • Sum Up: Five Ws • Sum Up: Remember, Order
8.3.PS.5 participates in creating a final product such as a panel, classroom book, or newsletter that communicates what was learned during one exploration or during the study of a topic over time, and contributes through language, drawing, writing, or choosing items to include.	<ul style="list-style-type: none"> • Science Investigation • Build Knowledge • Sum Up: Five Ws • Sum Up: Remember, Order



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

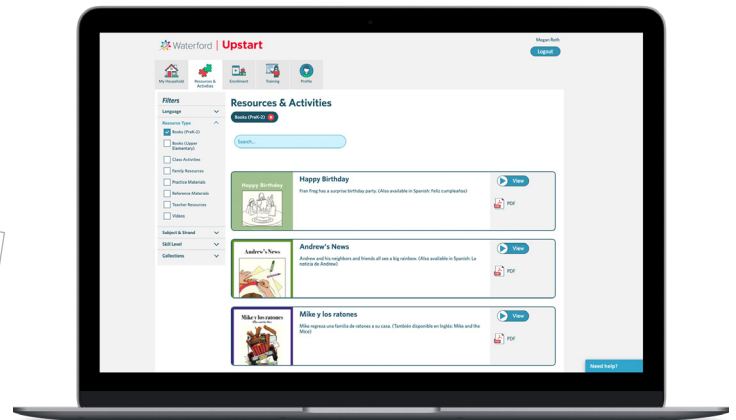
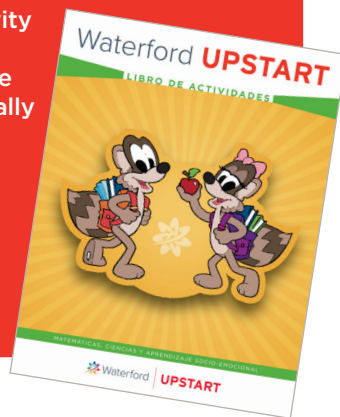
FAMILY ENGAGEMENT

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](https://upstart.waterford.org/) 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.