CURRICULUM

Correlation

Waterford Upstart

100%

Delaware Early Learning Foundations: Preschool 2010
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## DELAWARE EARLY LEARNING FOUNDATIONS: PRESCHOOL 2010

### DELAWARE STANDARDS

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</tr>
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<tbody>
<tr>
<td>SUB-DOMAIN: SELF-CONCEPT</td>
</tr>
</tbody>
</table>

| SE31 Be with adults who are consistent, responsive, and caring | • My Family  
• Lost and Found  
• Find Me!  
• Where's Papa?  
• Do I Have To?  
• It’s Not Fair!  
• Soup’s On! |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SE32 Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment</td>
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<tr>
<td>SE33 Participate in activities that are challenging but within their reach</td>
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<td>SE34 Assume a role in determining how they will learn</td>
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</tbody>
</table>
| SE35 Participate in meaningful responsibilities | • Clubhouse  
• Boo Hoo Baby  
• Baby Wants Berries  
• Baby’s Ball  
• Dinner Time  
• The Picnic |
|---------------------------------------------------------------|
| SE36 Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways | • Books: José Three; Mine; Moving Day; The Story Cloth; Duc Tho Le’s Birthday Present; Lorenzo’s Llama; Treasures From the Loom; Yangshi’s Perimeter; Tortillas, Tortillas  
• Sing Around the World Songs |
|---------------------------------------------------------------|
| SE37 Be a part of the classroom community so that each child feels accepted and gains a sense of belonging | • Clubhouse  
• My Name is Squirrel |
|---------------------------------------------------------------|

### SUB-DOMAIN: SELF-REGULATION

| SE38 Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.) | • It’s Not Fair!  
• Do I Have To?  
• Boo Hoo Baby  
• Soup’s On!  
• Clubhouse  
• Marmot’s Basket  
• Perfect Present  
• Lost and Found  
• Find Me! |
|---------------------------------------------------------------|
### DELAWARE STANDARDS

<table>
<thead>
<tr>
<th>SUB-DOMAIN: SELF-REGULATION</th>
<th>WATERFORD RESOURCES</th>
</tr>
</thead>
</table>
| **SE39** Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad) | • It’s Not Fair  
• Do I Have To?  
**Resources:**  
• Lots of Feelings  
• Emotion Cards  
• Guess How I’m Feeling |
| **SE40** Express feelings through play and artistic representation | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| **SE41** Begin to understand that actions have consequences | • Do I Have To? |
| **SE42** Follow simple rules and routines with minimal help | • Soup’s On! |
| **SE43** Experience logical and natural consequences | • Do I Have To? |
| **SE44** Complete activities that he/she has started | Waterford helps children build persistence by allowing them to select Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task. |
| **SE45** Use materials purposefully, safely, and respectfully | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own. |
| **SE46** Attempt to solve problems in a positive manner | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |

### SUB-DOMAIN: SOCIAL RELATIONSHIPS AND COOPERATION

| SE47 Develop trust in familiar adults and close peers | • Marmot’s Basket  
• Where’s Papa?  
• It’s Not Fair!  
**Resources:**  
• Trusted Adults |
| SE48 Receive guidance, support and directions from a range of familiar adults | • Do I Have To?  
• It’s Not Fair!  
• Lost and Found  
• Soup’s On!  
**Resources:**  
• Community Helpers  
• Trusted Adults |
| SE49 Develop and maintain friendships with peers | • Clubhouse  
• Marmot’s Basket |
| SE50 Develop awareness of other’s perspectives and gain an understanding of how their actions impact those around them | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. |
| SE51 Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.) | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. |
| SE52 Develop ability to initiate and sustain play with peers | • Clubhouse  
• Marmot’s Basket |
## Delaware Standards

### Sub-Domain: Social Relationships and Cooperation

<table>
<thead>
<tr>
<th>Delaware Standard</th>
<th>Waterford Resources</th>
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</table>
| SE53 Be a helpful member of a group or household through sharing tasks or chores | • Do I Have To?  
• Soup’s On!  
• Marmot’s Basket |

<table>
<thead>
<tr>
<th>Delaware Standard</th>
<th>Waterford Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE54 Develop turn taking and negotiation skills</td>
<td>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</td>
</tr>
</tbody>
</table>

### Domain: Approaches to Learning

#### Sub-Domain: Initiative and Curiosity

<table>
<thead>
<tr>
<th>Delaware Standard</th>
<th>Waterford Resources</th>
</tr>
</thead>
</table>
| AL31 Participate in a variety of tasks and activities using all five senses | • Song: Five Senses  
• Books: I Wish I Had Ears Like a Bat; Fawn Eyes  
• Science Investigation  
• Sight  
• Hearing  
• Touch  
• Taste  
• Smell |

<table>
<thead>
<tr>
<th>Delaware Standard</th>
<th>Waterford Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL32 Make independent choices during play and throughout the daily routine</td>
<td>Waterford’s Central Park character, Squirrel, demonstrates making independent choices in the social-emotional series that models positive, pro-social behaviors.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Delaware Standard</th>
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</tr>
</thead>
</table>
| AL33 Approach tasks and activities with flexibility, imagination, inventiveness, and confidence | • Perfect Present  
• Soup’s On!  
• Squirrel’s Sketches  
• Mama’s Melody  
• Marmot’s Basket |

<table>
<thead>
<tr>
<th>Delaware Standard</th>
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</table>
| AL34 Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks | • 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 |

#### Sub-Domain: Engagement and Persistence

<table>
<thead>
<tr>
<th>Delaware Standard</th>
<th>Waterford Resources</th>
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</thead>
<tbody>
<tr>
<td>AL35 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences</td>
<td>Engaging activities throughout Waterford Early Learning hold children’s attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Delaware Standard</th>
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</table>
| AL36 Begin to develop and follow through with plan for play and other activities | • Clubhouse  
• Marmot’s Basket  
• Pretend Play  
• Perfect Present  
• Boo Hoo Baby  
• Party Time |

<table>
<thead>
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<th>Delaware Standard</th>
<th>Waterford Resources</th>
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<tbody>
<tr>
<td>AL37 Begin to demonstrate the ability to follow a sequence of steps to create a finished project</td>
<td>Children are often asked to follow a sequence of steps to complete an activity. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</td>
</tr>
</tbody>
</table>
### DELAWARE STANDARDS

**SUB-DOMAIN: REASONING AND PROBLEM SOLVING**

| AL38 Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults | • Books: I Want to Be a Scientist Like George Washington Carver; I Want to be a Scientist Like Wilbur and Orville Wright  
• Perfect Present  
• Do I Have To?  
• Boo Hoo Baby  
• Science Investigation |
|---|---|
| AL39 Develop the ability to classify, compare, and contrast objects, events, and experiences | • Songs: All Sorts of Laundry; Large, Larger, Largest; Savanna Size  
• Book: Buttons, Buttons  
• Science Investigation  
• Size  
• More Than, Less Than  
• Greater Than, Fewer Than  
• Sort  
• Big and Little  
• Heavy and Light  
• Tall and Short  
• Build Knowledge  
• Connect to Me |
| AL40 Demonstrate the ability to sequence events | • What Comes Next?  
• First, Middle, Last  
• Sum Up: Remember Order |
| AL41 Begin to develop the ability to explain and demonstrate strategies to solve problems | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |

### DOMAIN: LANGUAGE AND LITERACY

**SUB-DOMAIN: RECEPTIVE COMMUNICATION**

<table>
<thead>
<tr>
<th>LL31 Respond to their names, requests for action, or information</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LL32 Develop listening, watching, attention, and comprehension skills</td>
<td>Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.</td>
</tr>
<tr>
<td>LL33 Follow two- or three-step directions</td>
<td>Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.</td>
</tr>
</tbody>
</table>
| LL34 Identify particular sounds in the environment through different media | • Book: What Sounds Say  
• Common Sounds  
• Hearing  
• Words in Your World |
| LL35 Respond to questions | Question and response conversations within social-emotional videos provide examples for students to ask and answer questions. |
| LL36 Increase vocabulary to include prepositions and basic concepts | • Songs: Preposition Ship; What is a Sentence?  
• Sentences  
• Build Knowledge  
• Vocabulary |
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<td><strong>SUB-DOMAIN: EXPRESSIVE COMMUNICATION</strong></td>
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| LL37 Be aware that people communicate in a variety of ways (verbal and non-verbal) | • Sing Around the World Songs  
• Book: Noise? What Noise? |
| LL38 Communicate so they will be understood by peers and adults | Waterford introduces letter sounds with instruction demonstrating positioning of the lips and tongue to form the sound correctly and clearly. |
| LL39 Play with language such as rhyming | • Rhyming Words  
• Rhyme  
• Rhyme Match  
• Finish the Picture  
• One Doesn’t Rhyme  
• Sing a Rhyme Songs/Books  
(See titles at end of document.) |
| LL40 Use language to enter play situation | • Clubhouse  
• Marmot’s Basket |
| LL41 Participate in turn taking conversations | Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences. |
| LL42 Dictate a story to an adult | 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, drawing, and the way it works. |
| LL43 Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or American Sign Language (ASL) grammatical features | • Songs: What is a Sentence?; Preposition Ship; Adjectives Describe  
• Sentences  
• Nouns  
• Verbs |
| LL44 Use volume and tone or ASL facial grammar appropriate to the situation | **Resources:**  
• Guess How I’m Feeling  
• Emotion Cards |
| LL45 Respond appropriately to messages in conversation | Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. |
| LL46 Express emotions through language | • Do I Have To?  
• It’s Not Fair!  
• Lost and Found  
• Soup’s On!  
• Noisy Children  
• Papa’s Thumb |
| LL47 Use language appropriately during play situations | • Clubhouse  
• Marmot’s Basket  
• Where’s Papa? |
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<tr>
<td><strong>SUB-DOMAIN: EXPRESSIVE COMMUNICATION continued</strong></td>
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</table>
| LL48 Experiment with patterns in words | • Sing a Rhyme Songs/Books  
(See titles at end of document.)  
• Rhyme  
• Rhyme Match  
• One Doesn't Rhyme  
• Finish the Picture |
| LL49 Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities | • Sing a Rhyme Songs/Books  
• Read With Me Books  
• Informational Books  
(See titles at end of document.) |
| LL50 Show increasing awareness of print, familiar signs, labels, and symbols | • Words In Your World  
• Print Directionality Introduction |
| LL51 Identify and name letters of the alphabet | • ABC Songs  
• Alphabet Introduction (Distinguish Letters)  
• Print Concepts  
• Letter Pictures  
• Letter Trace (Letter Picture Writing)  
• Similarities and Differences in Letters  
• Fast Letter Fun  
• Name Game (What’s Your Name?) |
| LL52 Recognize their first name in print written with the first letter in upper case followed by lower-case letters | • Name Game (What’s Your Name?)  
• Letter Pictures  
• Name That Letter |
| LL53 Recognize common letter sounds at the beginning, middle, and end of words | • Sound Songs  
• Letter Sound  
• Name That Letter Sound  
• Blend Every Sound  
• Where Is the Sound?  
• Initial Sound  
• Right Initial Sound  
• Final Sound  
• Right Final Sound |
| LL54 Know the difference between upper- and lower-case letters | • ABC Songs  
• Letter Pictures  
• Letter Trace (Letter Picture Writing)  
• Letter Checker  
• Fast Letter Fun  
• Name That Letter |
| **SUB-DOMAIN: EMERGENT READING** | |
| LL55 Show comprehension by answering questions related to an age-appropriate story that has been read or told | • Read With Me Books  
• Informational Books  
• Sing a Rhyme Songs/Books  
(See titles at end of document.)  
• Find an Answer |
<p>| LL56 Understand the parts of a book and how it is used | Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>SUB-DOMAIN: EMERGENT READING continued</strong></td>
<td><strong>SUB-DOMAIN: EMERGENT WRITING</strong></td>
</tr>
<tr>
<td>LL57 Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom</td>
<td><strong>LL63 Use scribbles, symbols, or drawings to share experiences</strong></td>
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<tr>
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<td>• Dots, Lines, Circles</td>
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<tr>
<td></td>
<td>• Letter Trace (Letter Picture Writing)</td>
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<td></td>
<td>• Alphabet Introduction (Distinguish Letters)</td>
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<tr>
<td></td>
<td>• Letters Make Words</td>
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<tr>
<td>LL58 Explore different types of literature such as narrative (story) and informative (non-fiction)</td>
<td><strong>LL64 Use a variety of writing tools and materials</strong></td>
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<tr>
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<td>• Read With Me Books</td>
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<td>• Read-Along Books</td>
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<td>• Informational Books</td>
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<td>• Sing a Rhyme Songs/Books</td>
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<td>(See titles at end of document.)</td>
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<tr>
<td>LL59 Demonstrate that print represents someone’s thoughts and ideas</td>
<td><strong>LL65 Trace and copy shapes and letters</strong></td>
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<td></td>
<td>• Print Concepts</td>
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<td>• Print Directionality</td>
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<td></td>
<td>• Syllables</td>
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<td>• Syllable Safari</td>
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<tr>
<td>LL60 Interpret pictures</td>
<td><strong>LL66 Begin to print the letters of their first name</strong></td>
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<tr>
<td></td>
<td>• Words Tell About the Pictures</td>
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<td></td>
<td>• Peek at the Story</td>
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<tr>
<td>LL61 Hear words in a sentence and syllables in words</td>
<td><strong>LL67 Express self through pretend writing</strong></td>
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<tr>
<td></td>
<td>• Print Concepts</td>
</tr>
<tr>
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<td>• Letters Make Words</td>
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<tr>
<td></td>
<td>• Words Tell About the Pictures</td>
</tr>
<tr>
<td></td>
<td>• Picture Story</td>
</tr>
<tr>
<td>LL62 Know that print is read and pictures are not</td>
<td><strong>LL68 Write in a variety of formats</strong></td>
</tr>
<tr>
<td></td>
<td>• Print Concepts</td>
</tr>
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<td></td>
<td>• Letters Make Words</td>
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<td>• Words Tell About the Pictures</td>
</tr>
<tr>
<td></td>
<td>• Picture Story</td>
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<tr>
<td></td>
<td>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</td>
</tr>
<tr>
<td></td>
<td><strong>LL69 Practice writing left to right and top to bottom</strong></td>
</tr>
<tr>
<td></td>
<td>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion with highlighted text which helps show the sequence of print. Students practice building words from letters with consistent left to right and top to bottom instruction.</td>
</tr>
</tbody>
</table>
## Delaware Standards

### Domain: Mathematics

#### Sub-Domain: Number and Operations

**MA31** Develop an awareness of numbers and counting as a means for understanding quantity
- Counting Songs
- Number Counting
- Number Instruction
- Make and Count Groups
- One-to-one Correspondence

**MA32** Recite numbers in sequence
- Number Instruction
- Counting Songs
- Number Counting
- Order Numbers

**MA33** Recognize numbers
- Explain Numbers
- Number Instruction

**MA34** Use one-to-one correspondence when counting
- One-to-one Correspondence
- Counting Songs
- Make and Count Groups
- Number Instruction

**MA35** Use language to compare numbers of objects (Ex: more, less, same)
- Songs: Greater Than, Less Than; More Than, Fewer Than
- Book: For the Birds
- More Than
- Fewer Than
- Greater Than, Less Than
- More Than, Fewer Than

**MA36** Determine quantity or “how many”
- Counting Songs
- Number Counting
- Number Instruction
- Make and Count Groups
- One-to-one Correspondence

**MA37** Understand numbers and number concepts as they relate to everyday life
- Number Books
  (See titles at end of document.)
- Books: For the Birds; Five Delicious Muffins
- Explain Numbers
- Number Instruction
- Make and Count Groups

**MA38** Use ordinal number words to describe the position of objects (Ex: “first,” “second,” “third,” etc.)
- Song: Ordinals
- Book: The Circus Came to Town
- Order Numbers
- First, Middle, Last
<table>
<thead>
<tr>
<th>DELAWARE STANDARDS</th>
<th>WATERFORD RESOURCES</th>
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<tbody>
<tr>
<td><strong>SUB-DOMAIN: NUMBER AND OPERATIONS continued</strong></td>
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</tbody>
</table>
| MA39 Understand the concept of how numbers relate to quantity | • Number Instruction  
• One-to-one Correspondence  
• Make and Count Groups  
• Counting Songs  
• Number Counting |
| **SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE** | |
| MA40 Begin to recognize, name, describe, build, and draw two and three dimensional shapes | • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides  
• Books: The Shape of Things; Imagination Shapes  
• Simple Shapes  
• Space Shapes  
• World Shapes  
• Solid Shapes  
• Circle, Square, Triangle, Rectangle  
• Oval, Star, Semicircle, Diamond, Octagon |
| MA41 Put together and take apart increasingly more difficult puzzles | • Geoboard  
• Tangrams |
| MA42 Describe how shapes are the same or different (Ex: size, shape, color) | • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides  
• Books: The Shape of Things; Imagination Shapes  
• Simple Shapes  
• Space Shapes  
• World Shapes  
• Solid Shapes  
• Circle, Square, Triangle, Rectangle  
• Oval, Star, Semicircle, Diamond, Octagon  
• Similar Figures |
| **SUB-DOMAIN: PATTERNS** | |
| MA43 Demonstrate and describe positions of objects | • Songs: Positioning; Get Over the Bugs; Monster Trucks  
• Book: Up in the Air  
• Position  
• Above, Below, Next to, On  
• Over, Under, and Through  
• Over, Under, Above, Below  
• Inside, Outside, Between  
• First, Middle, Last |
| MA44 Recognize, copy, and extend simple patterns with a variety of materials | • Song: Train Station Patterns  
• Patterns: AB; ABB; ABC |
| MA45 Arrange objects in a series according to one attribute (Ex: shape, size, texture) | • Songs: All Sorts of Laundry; Large, Larger, Largest  
• Book: Buttons, Buttons  
• Sort  
• Size |
| MA46 Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime) | • Books: Mr. Romano’s Secret: A Time Story; I Can’t Wait  
| **Resources:**  
• Learning Together: Time |
| MA47 Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape) | • Songs: All Sorts of Laundry; Colors, Colors  
• Book: Buttons, Buttons  
• Sort  
• Size  
• Red, Yellow, and Blue  
• Similar Figures |
## Delaware Standards

### Sub-domain: Measurement

**MA48 Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures**
- Song: Measuring Plants
- Length

**MA49 Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature)**
- Song: Savanna Size
- Size
- Big and Little
- Heavy and Light
- Tall and Short
- Length
- Capacity
- Weight

**MA50 Begin to compare and sort according to measurement attributes (length, size, weight)**
- Songs: Savanna Size; All Sorts of Laundry
- Book: Buttons, Buttons
- Sort
- Size
- Big and Little
- Heavy and Light
- Tall and Short

### Sub-domain: Data Analysis

**MA51 Begin to represent data using concrete objects, pictures, and simple graphs**
- Calendar/Graph Weather
- Observe a Simple System

**MA52 Begin to compare and interpret data collected**
- Calendar/Graph Weather
- Observe a Simple System

### Domain: Science

#### Sub-domain: Sensory Awareness

**SC31 Use senses in purposeful ways to gather information and explore the environment**
- Songs: I Am Part of All I See; Five Senses
- Books: Fawn Eyes; I Wish I Had Ears Like a Bat
- Science Investigation
- Sight
- Hearing
- Touch
- Smell
- Taste

**SC32 Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense**
- Song: Five Senses
- Books: Fawn Eyes; I Wish I Had Ears Like a Bat
- Science Investigation
- Sight
- Hearing
- Touch
- Smell
- Taste

#### Sub-domain: Scientific Exploration

**SC33 Express their curiosity and investigate questions of interest through play and exploration**
- Science Investigation
- Observe a Simple System

**SC34 Use materials and tools appropriate for problem solving and exploration**
- Science Investigation
- Observe a Simple System
- Science Tools
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<th>DELAWARE STANDARDS</th>
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<tr>
<td><strong>SUB-DOMAIN: SCIENTIFIC INQUIRY</strong></td>
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</table>
| SC35 Ask scientific questions | • 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  
• Science Investigation  
• Observe a Simple System |
| SC36 Investigate and explore their questions using observations and previous experience to make predictions | • 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  
• Science Investigation  
• Observe a Simple System |
| SC37 Provide their own explanations for “how” and “why” things happen | • 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  
• Science Investigation  
• Observe a Simple System |
| SC38 Use data from an investigation or exploration to draw conclusions and communicate results | • 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  
• Science Investigation  
• Observe a Simple System |
| **SUB-DOMAIN: SCIENTIFIC KNOWLEDGE - LIVING THINGS** | |
| SC39 Observe, describe, and discuss the natural world of people, animals and plants | • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See  
• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers  
• Science Investigation  
• Observe a Simple System  
• Mammals  
• Birds  
• Reptiles  
• Amphibians  
• Insects  
• Plant or Animal  
• Invertebrates  
• Worms  
• Plants  
• Food From Plants |
### DELAWARE STANDARDS

**SC40** Recognize categories of people, plants, and animals and describe similarities and differences among them

- Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See; Same and Different
- Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawler
- Science Investigation
- Observe a Simple System
- Mammals
- Birds
- Reptiles
- Amphibians
- Insects
- Plant or Animal
- Invertebrates
- Worms
- Plants
- Food From Plants

### WATERFORD RESOURCES

**SC41** Recognize people, plants and animals grow and change over time and need certain things to survive

- Songs: Plants Are Growing; Measuring Plants; Water
- Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver
- Science Investigation; Mela's Water Pot
- Observe a Simple System
- Mammals
- Birds
- Reptiles
- Amphibians
- Insects
- Plant or Animal
- Invertebrates
- Worms
- Plants
- Food From Plants
- Sun

**SC42** Demonstrate respect for living things

- Songs: Pollution Rap; Conservation; I Am Part of All I See
- Pollution and Recycling
- Care of Earth
- Care of Water

### SUB-DOMAIN: SCIENTIFIC KNOWLEDGE - NON-LIVING THINGS

**SC43** Observe, describe, and discuss physical properties of non-living things, both natural and human-made

- Song: Living and Nonliving
- Book: I Want to Be a Scientist Like Wilbur and Orville Wright
- Science Investigation
- Materials
- Living or Nonliving
- Solid and Liquid
- Magnets
- Rocks

**SC44** Recognize categories of non-living things and describe similarities and differences among them

- Science Investigation
- Materials
- Magnets
- Solid and Liquid
### DELAWARE STANDARDS

<table>
<thead>
<tr>
<th>SUB-DOMAIN: SCIENTIFIC KNOWLEDGE - NON-LIVING THINGS</th>
<th>WATERFORD RESOURCES</th>
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| SC45 Explore objects, machines, technology and structures | - Book: Mr. Mario’s Neighborhood  
- Science Investigation  
- Materials  
- Magnets  
- Push and Pull |
| SC46 Experiment with effects of their own actions on objects | - Song: Push and Pull  
- Magnets  
- Push and Pull |

### SUB-DOMAIN: SCIENTIFIC KNOWLEDGE - EARTH AND SKY

| SC47 Observe, describe, and discuss changes in the seasons and the weather | - Songs: Seasons; Precipitation  
- Book: That’s What I Like, a Book About Seasons  
- Spring  
- Summer  
- Fall  
- Winter  
- Clouds  
- Sun  
- Weather  
- Calendar/Graph Weather |
|-----------------------------|-------------------------------------------------|
| SC48 Observe, describe and discuss landforms, bodies of water, and the properties of earth’s materials (Ex: rocks, dirt, sand and water) | - Songs: Water; Rocks  
- Book: Water is All Around  
- Mountains  
- Deserts  
- Oceans  
- Rocks  
- Water  
- Water Sources  
- Materials |
| SC49 Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky | - Songs: Sun Blues; The Moon  
- Book: Star Pictures  
- Sun  
- Moon  
- Constellations  
- Clouds |

### SUB-DOMAIN: SCIENTIFIC KNOWLEDGE - ENVIRONMENT

| SC50 Explore how the environment is affected by what people do | - Songs: Conservation; Pollution Rap  
- Pollution and Recycling  
- Care of Water  
- Care of Earth |
|-------------------------------------------------------------|-------------------------------------------------|
| SC51 Describe and engage in activities that preserve the environment | - Songs: Conservation; Pollution Rap  
- Pollution and Recycling  
- Care of Water  
- Care of Earth |
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<th>DELAWARE STANDARDS</th>
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<tr>
<td><strong>DOMAIN: MY FAMILY, MY COMMUNITY, MY WORLD</strong></td>
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<tr>
<td><strong>SUB-DOMAIN: MY FAMILY AND MY COMMUNITY CULTURE</strong></td>
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</tbody>
</table>
| MM31 Understand the concept of belonging to a family | • My Family  
• My Name is Squirrel |
| MM32 Begin to develop an awareness of their family's culture | 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. |
| MM33 Begin to develop an awareness of the cultures of other children and adults in their group and community | 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. |
| MM34 Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing) | Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. |
| MM35 Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community) | 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. |
| **SUB-DOMAIN: PAST, PRESENT, AND FUTURE HISTORY** | |
| MM36 Develop emerging concept of time through daily schedule and routines | • Today  
• Yesterday/Tomorrow |
| MM37 Share their personal history including people, places, and events that take place in the past and the present | 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. |
| MM38 Talk about events that may happen in the near future | • Book: I Can’t Wait |
| MM39 Begin to understand that things, people, and places change over time | • Mammals  
• Amphibians  
• Rock Cycle |
| **SUB-DOMAIN: PLACES AND SPACES - GEOGRAPHY** | |
| MM40 Be familiar with information about where they live, including their address | Resources:  
• Exploring Your Home City With Your Children |
| MM41 Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/under, inside/outside, next to, beside, up/down, left/right) | • Songs: Positioning; Get Over the Bugs  
• Book: Up in the Air  
• Over, Under, and Through  
• Inside, Outside, Between  
• Over, Under, Above, Below  
• Top, Beside, and Bottom  
• Position |
| MM42 Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite) | • Sing Around the World Songs |
| MM43 Develop an awareness of the natural environment surrounding them outdoors | • Song: I Am Part of All I See  
• Mountains  
• Deserts  
• Oceans  
• Rainforests |
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<tr>
<td><strong>SUB-DOMAIN: PLACES AND SPACES - GEOGRAPHY continued</strong></td>
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<tr>
<td>MM44 Begin to understand the relationship between humans and the natural environment</td>
<td>• Songs: I Am Part of All I See; Pollution Rap; Conservation</td>
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<tr>
<td></td>
<td>• Mountains</td>
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<td>• Pollution and Recycling</td>
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<tr>
<td><strong>SUB-DOMAIN: WORKING TOGETHER - GOVERNMENT AND COMMUNITIES</strong></td>
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<tr>
<td>MM45 Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs</td>
<td>• Books: Follow the Apples; Mr. Mario’s Neighborhood Resources:</td>
</tr>
<tr>
<td></td>
<td>• Community Helpers</td>
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<td>MM46 With support begin to develop problem solving skills</td>
<td>Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</td>
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<td>MM47 Help to create rules</td>
<td>Resources:</td>
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<tr>
<td></td>
<td>• Good Playing Rules</td>
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<tr>
<td>MM48 Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other</td>
<td>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</td>
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<tr>
<td>MM49 Perform simple tasks within the home, early childhood group, or community</td>
<td>• Dinner Time</td>
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<td>• The Picnic</td>
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<td>• Find Me!</td>
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<td>• Soup’s On!</td>
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<tr>
<td>MM50 Participate in group decision making</td>
<td>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</td>
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<tr>
<td><strong>SUB-DOMAIN: MONEY AND RESOURCES - ECONOMICS</strong></td>
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<tr>
<td>MM51 Explore the concept of money, including what it is and how it is used</td>
<td>• Songs: Save Your Pennies; Money</td>
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<td>• Coin Identification</td>
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<td>MM52 Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services</td>
<td>• Book: Follow the Apples</td>
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<tr>
<td>MM53 Begin to understand how people make and consume goods and services</td>
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<tr>
<td></td>
<td>• Book: Follow the Apples</td>
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<tr>
<td>MM54 Begin to understand wants versus basic necessities</td>
<td>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.</td>
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<tr>
<td><strong>DOMAIN: CREATIVE EXPRESSION</strong></td>
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<td><strong>SUB-DOMAIN: MUSIC</strong></td>
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<tr>
<td>CE31 Develop awareness of different musical instruments, tones patterns/rhythms and tempos</td>
<td>• Book: Movin’ to the Music Time</td>
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<tr>
<td></td>
<td>• Baby’s Ballet</td>
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<td>• Mama’s Melody</td>
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<tr>
<td>CE32 Initiate and recall patterns, songs, rhythms, and rhymes</td>
<td>• Sing a Rhyme Songs/Books (See titles at end of document.)</td>
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<tr>
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<td>Resources:</td>
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<td></td>
<td>• Hi! Notes</td>
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<td>DELAWARE STANDARDS</td>
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<tr>
<td><strong>SUB-DOMAIN: MUSIC continued</strong></td>
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<tr>
<td>CE33 Be exposed to music from other cultures</td>
<td>• Sing Around the World Songs</td>
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<tr>
<td>CE34 Sing a variety of simple songs in various keys</td>
<td>• Sing a Rhyme Songs/Books (See titles at end of document.)</td>
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<td><strong>SUB-DOMAIN: MOVEMENT AND DANCE</strong></td>
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| CE35 Express through movement what is felt and heard in various rhythmic patterns | • Baby’s Ballet
• Mama’s Melody
*Resources:* • Hi! Notes |
| CE36 Demonstrate an awareness of different musical tempos, patterns, and beats through movement | • Baby’s Ballet
• Mama’s Melody
*Resources:* • Hi! Notes |
| CE37 Gain awareness of different cultures through experiences with a variety of music and movement activities | • Sing Around the World Songs |
| CE38 Experience and use movement to reinforce learning in other curricular areas | Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program. |
| **SUB-DOMAIN: VISUAL ARTS** |  |
| CE39 Show interest using different art media and materials in a variety of ways for creative expression and representation | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| CE40 Plan and create original drawings, paintings, models, and other art creations using a variety of media | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| CE41 Share experiences, ideas, and thoughts about artistic creations | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| CE42 Use a variety of art materials and activities for sensory experiences | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| CE43 Express interest in and show respect for the creative work of others | 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. |
| CE44 Express experiences and feelings through a variety of artistic processes and creations | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| **SUB-DOMAIN: DRAMATIC PLAY** |  |
| CE45 Represent fantasy and real-life experiences through pretend play | • Pretend Play
• Real and Make-believe
• Clubhouse
• Marmot’s Basket |
| CE46 Show imagination and creativity in play | • Pretend Play
• Clubhouse
• Marmot’s Basket |
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</table>
| CE47 Participate in adult-guided dramatic activities | • Papa's Play  
**Resources:**  
• Role Play  
• What Would You Do?  
| CE48 Engage in cooperative pretend play with another child | • Pretend Play  
• Clubhouse |
| **DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH** | |
| **SUB-DOMAIN: FINE MOTOR** | |
| PD31 Develop strength, small-motor control, and coordination through daily activities | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.  
| PD32 Develop and use eye-hand coordination to perform a variety of tasks | The daily use of a touch pad or mouse develops dexterity and eye-hand coordination.  
| PD33 Explore and experiment with a variety of tools | • Songs: The Scientific Method; Measuring Plants  
• Science Tools  
• Weather Tools  
• Measurement Tools  
• Length  
• Capacity |
| **SUB-DOMAIN: GROSS MOTOR** | |
| PD34 Increase strength, balance, coordination, flexibility, stamina, and control in motor activities | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.  
| PD35 Demonstrate body and space awareness, to move and stop with control over speed and direction | 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.  
| PD36 Develop the ability to coordinate increasingly complex movements | 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.  
| **SUB-DOMAIN: HEALTH AWARENESS AND PRACTICE** | |
| PD37 Expand knowledge and respect for their bodies | • Song: Health  
• Books: We All Exercise; The Germs  
• Parts of the Face  
• Body Parts  
• Germs  
• Avoid Germs and Prevent Illness  
• Exercise and Rest  
• Healthy Foods  
• Teeth |
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<tr>
<td>PD38 Engage in daily physical activity, both indoors and outdoors</td>
<td>• Book: We All Exercise</td>
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<td>• Exercise and Rest</td>
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<td>PD39 Learn about and practice health and hygiene routines</td>
<td>• Book: The Germs</td>
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<td>• Germs</td>
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<td>• Avoid Germs and Prevent Illness</td>
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<td>• Teeth</td>
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<td>PD40 Experience and learn about healthy lifestyle practices</td>
<td>• Song: Health</td>
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<td>• Book: We All Exercise</td>
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<td>• Healthy Foods</td>
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<td>• Avoid Germs and Prevent Illness</td>
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<td>PD41 Learn about and demonstrate safe behaviors and accident prevention</td>
<td>• Songs: Sun Blues; Storms</td>
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<td>• Lightning Safety</td>
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<td>• Emergency Preparedness for Kids</td>
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<td>• Fire Safety for Kids</td>
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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

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
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, Mosel; 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

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 Mathematician 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 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 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.

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; Hil 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, Gooey 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.