

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Florida Early
Learning and
Developmental
Standards 2017*

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FLORIDA STANDARDS	WATERFORD RESOURCES
I. PHYSICAL DEVELOPMENT DOMAIN	
A. HEALTH AND WELLBEING	
a. ACTIVE PHYSICAL PLAY	
<p>1. Engages in physical activities with increasing balance, coordination, endurance and intensity Benchmark a: Seeks to engage in physical activities or active play routinely with increased intensity and duration</p>	<p>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.</p>
b. SAFETY	
<p>1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities Benchmark a: Consistently follows basic safety rules independently across different situations</p>	<ul style="list-style-type: none"> • Song: Sun Blues <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
<p>Benchmark b: Identifies consequences of not following safety rules</p>	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids • Consequences Cards
c. PERSONAL CARE ROUTINES	
<p>1. Responds to and initiates care routines that support personal hygiene Benchmark a: Initiates and completes familiar hygiene routines independently</p>	<p>Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.</p>
D. FEEDING AND NUTRITION	
<p>1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices Benchmark a: Assists adults in preparing simple foods to serve to self or others</p>	<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>
<p>Benchmark b: Recognizes nutritious food choices and healthy eating habits</p>	<ul style="list-style-type: none"> • Song: Health • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate
B. MOTOR DEVELOPMENT	
a. GROSS MOTOR DEVELOPMENT	
<p>1. Demonstrates use of large muscles for movement, position, strength and coordination Benchmark a: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another</p>	<p>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.</p>

FLORIDA STANDARDS	WATERFORD RESOURCES
a. GROSS MOTOR DEVELOPMENT <i>continued</i>	
Benchmark b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running	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.
Benchmark c: Engages in more complex movements (e.g., riding a tricycle with ease)	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.
Benchmark d: Engages in physical activities of increasing levels of intensity for sustained periods of time	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. Demonstrates use of large muscles to move in the environment Benchmark a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
b. GROSS MOTOR PERCEPTION (SENSORIMOTOR)	
1. Uses perceptual information to guide motions and interactions with objects and other people Benchmark a: Acts and moves with purpose and independently recognizes differences in direction, distance and location	<ul style="list-style-type: none"> • Book: Up in the Air • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, and Through
Benchmark b: Demonstrates spatial awareness through play activities	<ul style="list-style-type: none"> • Song: Monster Trucks • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last
c. FINE MOTOR DEVELOPMENT	
1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks Benchmark a: Shows hand control using various drawing and art tools with increasing coordination	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. Children also must practice writing, drawing, letters and words.
2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision Benchmark a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)	The daily use of a touch pad or mouse helps develop eye-hand coordination.
Benchmark b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Benchmark c: Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)	The daily use of a touch pad or mouse helps develop eye-hand coordination.

FLORIDA STANDARDS	WATERFORD RESOURCES
II. APPROACHES TO LEARNING DOMAIN	
A. EAGERNESS AND CURIOSITY	
1. Shows increased curiosity and is eager to learn new things and have new experiences	<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 • Science Investigation • Pretend Play
B. PERSISTENCE	
1. Attends to tasks for a brief period of time	Engaging activities throughout Waterford Early Learning hold children’s attention as they concentrate on each task.
C. CREATIVITY AND INVENTIVENESS	
1. Approaches daily activities with creativity and inventiveness	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Marmot’s Basket • Soup’s On! • Perfect Present • Clubhouse • Musical Mayhem
D. PLANNING AND REFLECTION	
1. Demonstrates some planning and learning from experiences	<ul style="list-style-type: none"> • Books: Milton’s Mittens; I Want to Be a Scientist Like Wilbur and Orville Wright • Perfect Present
III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	
A. EMOTIONAL FUNCTIONING	
1. Expresses, identifies and responds to a range of emotions Benchmark a: Recognizes the emotions of peers and responds with empathy and compassion	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby’s Ball <p>Resources:</p> <ul style="list-style-type: none"> • Emotion Cards • Guess How I’m Feeling
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression Benchmark a: Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to respond appropriately	<ul style="list-style-type: none"> • Boo Hoo Baby • Lost and Found • Musical Mayhem • Party Time • Where’s Papa?
B. MANAGING EMOTIONS	
1. Demonstrates ability to self-regulate Benchmark a: Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support	<ul style="list-style-type: none"> • Lost and Found • It’s Not Fair! • Do I Have To? <p>Resources:</p> <ul style="list-style-type: none"> • Emotion Cards • Guess How I’m Feeling

FLORIDA STANDARDS	WATERFORD RESOURCES
B. MANAGING EMOTIONS <i>continued</i>	
<p>2. Attends to sights, sounds, objects, people and activities Benchmark a: Increases attention to preferred activities and begins to attend to non-preferred activities</p>	<p>Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p>
C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS	
<p>1. Develops positive relationships with adults Benchmark a: Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults</p>	<ul style="list-style-type: none"> • Where’s Papa? • Find Me! • Mama’s Melody • Soup’s On!
<p>2. Develops positive relationships with peers Benchmark a: Plays with peers in a coordinated manner including assigning roles, materials and actions</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
<p>Benchmark b: Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking</p>	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p>
<p>Benchmark c: Responds appropriately to bullying behavior</p>	<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>
<p>3. Develops increasing ability to engage in social problem solving Benchmark a: Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution</p>	<p>Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>
<p>4. Exhibits empathy by demonstrating care and concern for others Benchmark a: Able to take the perspective of others and actively respond in a manner that is consistent and supportive</p>	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby’s Ball • Papa’s Thumb • Noisy Children • Lost Keys
D. SENSE OF IDENTITY AND BELONGING	
<p>1. Develops sense of identity and belonging through play Benchmark a: Engages in associative play and begins to play cooperatively with friends</p>	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot’s Basket • Party Time • Find Me!
<p>2. Develops sense of identity and belonging through exploration and persistence Benchmark a: Persists at individual planned experiences, caregiver-directed experiences and planned group activities</p>	<p>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.</p>

FLORIDA STANDARDS	WATERFORD RESOURCES
D. SENSE OF IDENTITY AND BELONGING <i>continued</i>	
3. Develops sense of identity and belonging through routines, rituals and interactions Benchmark a: Demonstrates willingness to be flexible if routines must change	<ul style="list-style-type: none"> Soup's On!
4. Develops sense of self-awareness and independence Benchmark a: Uses words to communicate personal characteristics, preferences, thoughts and feelings	<ul style="list-style-type: none"> Books: I Hate Peas; Lumpy Mush; Bad News Shoes; Ooey, Goey Mud; Mine Lost and Found It's Not Fair! Do I Have To? Perfect Present
Benchmark b: Recognizes preferences of others	<ul style="list-style-type: none"> Books: Bad News Shoes; I Met a Monster; Let's Get Hats Boo Hoo Baby Baby's Berries
Benchmark c: Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	<ul style="list-style-type: none"> 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.
Benchmark d: Identifies self as a unique member of a group (e.g., class, school, family or larger community)	<ul style="list-style-type: none"> Books: Mine; José Three; Tortillas, Tortillas My Family Clubhouse
IV. LANGUAGE AND LITERACY DOMAIN	
A. LISTENING AND UNDERSTANDING	
1. Demonstrates understanding when listening Benchmark a: Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others)	<ul style="list-style-type: none"> Do I Have To? It's Not Fair! Marmot's Basket Clubhouse Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.)
Benchmark b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic, and reacting appropriately to what is said	Social-emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.
2. Increases knowledge through listening Benchmark a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge	<ul style="list-style-type: none"> Connect to Me Build Knowledge Sum Up: Five Ws Read with Me Books Read-Along Books Informational Books (See titles at end of document.)
Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
3. Follows Directions Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.

FLORIDA STANDARDS	WATERFORD RESOURCES
B. SPEAKING	
<p>1. Speaks and is understood when speaking Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors</p>	<p>Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly. Letter Sound Instruction</p>
C. VOCABULARY	
<p>1. Shows an understanding of words and their meanings (receptive) Benchmark a: Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>
<p>Benchmark b: Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments</p>	<ul style="list-style-type: none"> • Songs: Same and Different; Get Over the Bugs; Monster Trucks • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, Above, Below • Inside, Outside, Between • Position • Book: Up in the Air • First, Middle, Last
<p>Benchmark c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)</p>	<p>Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.</p>
<p>2. Uses increased vocabulary to describe objects, actions and events (expressive) Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)</p>	<ul style="list-style-type: none"> • Power Words • Vocabulary Instruction
<p>Benchmark b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)</p>	<ul style="list-style-type: none"> • Plants (example of part-whole) • Birds (example of part-whole) • Books: Shell Houses (example of object-location); Mr. Mario's Neighborhood (example of object-function); Guess What I Am (example of part-whole) • Bug Bits (example of part-whole)
<p>Benchmark c: Identifies unfamiliar words asking for clarification</p>	<p>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.</p>
<p>Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings</p>	<ul style="list-style-type: none"> • Vocabulary Instruction

FLORIDA STANDARDS	WATERFORD RESOURCES
D. SENTENCES AND STRUCTURE	
<p>1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences Benchmark a: Typically uses complete sentences of five or more words, usually with subject, verb and object order</p>	<ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences
<p>Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement</p>	<ul style="list-style-type: none"> • Songs: It Happened Yesterday; Nouns; Verbs; More Than One; Strange Spellings; Apostrophe Pig; Pronouns • Plural Nouns • Verbs
<p>2. Connects words, phrases and sentences to build ideas Benchmark a: Uses sentences with more than one phrase</p>	<ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences
<p>Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)</p>	<ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences
<p>Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning</p>	<ul style="list-style-type: none"> • Song: What is a Sentence? • Sentences
E. CONVERSATION	
<p>1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems Benchmark a: Engages in conversations with two to three back-and-forth turns using language, gestures and expressions (e.g., words related to social conventions like “please” and “thank you”)</p>	<p>Social-emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p>
<p>2. Asks questions, and responds to adults and peers in a variety of settings Benchmark a: Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations</p>	<p>Question and response discussions within social-emotional videos provide examples for students to ask and answer questions and to continue conversations. The characters demonstrate initiating and ending discussions appropriately.</p>
<p>3. Demonstrates understanding of the social conventions of communication and language use Benchmark a: Demonstrates increased awareness of nonverbal conversational rules</p>	<p>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.</p>
<p>Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)</p>	<p>Social-emotional videos model appropriate conversational rules in discussions between characters.</p>
<p>Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)</p>	<ul style="list-style-type: none"> • Marmot’s Basket • Soup’s On!

FLORIDA STANDARDS	WATERFORD RESOURCES
F. EMERGENT READING	
<p>1. Shows motivation for and appreciation of reading Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others</p>	<p>Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.</p>
<p>Benchmark b: Makes real-world connections between stories and real-life experiences</p>	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Real and Make-believe
<p>Benchmark c: Interacts appropriately with books and other materials in a print-rich environment</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)
<p>Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories</p>	<ul style="list-style-type: none"> • Letters Make Words • Words Tell About the Pictures • Read with Me Books • Informational Books • Decodable Books • Sing a Rhyme Songs/Books (See titles at end of document.)
<p>Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials</p>	<ul style="list-style-type: none"> • Print Directionality Introduction • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)
<p>2. Shows age-appropriate phonological awareness Benchmark a: Distinguishes individual words within spoken phrases or sentences</p>	<p>Activities in Waterford are aural and visual with text shown and individual words highlighted as the narrator reads aloud. Students may be asked to touch the screen, say or sing along, or manipulate the cursor to select an individual word or a phrase.</p>
<p>Benchmark b: Combines words to make a compound word (e.g., “foot” + “ball” = “football”)</p>	<ul style="list-style-type: none"> • Song: Compound Words • Compound Words
<p>Benchmark c: Deletes a word from a compound word (e.g., “starfish” - “star” = “fish”)</p>	<ul style="list-style-type: none"> • Take Away Syllables
<p>Benchmark d: Combines syllables into words (e.g., “sis” + “ter” = “sister”)</p>	<ul style="list-style-type: none"> • Syllables
<p>Benchmark e: Deletes a syllable from a word (e.g., “trumpet” - “trum” = “pet” or “candy” - “dy” = “can”)</p>	<ul style="list-style-type: none"> • Syllables • Take Away Syllables
<p>Benchmark f: Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)</p>	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon

FLORIDA STANDARDS	WATERFORD RESOURCES
F. EMERGENT READING <i>continued</i>	
<p>3. Shows alphabetic and print knowledge Benchmark a: Recognizes that print conveys meaning</p>	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words • Words Tell About the Pictures • Picture Story
<p>Benchmark b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)</p>	<ul style="list-style-type: none"> • Letter Pictures • Alphabet Introduction (Distinguish Letters) • ABC Songs • Name That Letter • Fast Letter Fun
<p>Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)</p>	<ul style="list-style-type: none"> • Letter Pictures • Alphabet Introduction (Distinguish Letters) • ABC Songs • Name That Letter • Fast Letter Fun
<p>Benchmark d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound
<p>4. Demonstrates comprehension of books read aloud Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud</p>	<ul style="list-style-type: none"> • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next? • Picture Clues • Describe Characters
<p>Benchmark b: Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)</p>	<ul style="list-style-type: none"> • Sum Up: Five Ws • Sum Up: Remember Order • Peek at the Story • What Comes Next? • Find an Answer • Picture Clues
G. EMERGENT WRITING	
<p>1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition Benchmark a: Intentionally uses scribbles/writing, drawing, to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) • Print Concepts • Letters Make Words
<p>Benchmark b: Uses letter-like shapes or letters to write words or parts of words</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) • Print Concepts • Letters Make Words
<p>Benchmark c: Writes own name (e.g., first name, last name or nickname), not necessarily with full correct spelling or well-formed letters</p>	<ul style="list-style-type: none"> • Letter Trace (Letter Picture Writing) • Name Game (What’s Your Name?)

FLORIDA STANDARDS	WATERFORD RESOURCES
V. MATHEMATICAL THINKING DOMAIN	
A. NUMBER SENSE	
1. Subitizes (immediately recognizes without counting) up to five objects	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits
2. Counts and identifies the number sequence "1 to 31"	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers
3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)	<ul style="list-style-type: none"> • One-to-one Correspondence • Number Counting
4. Identifies the last number spoken tells "how many" up to 10 (cardinality)	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Order Numbers • Make and Count Groups
5. Constructs and counts sets of objects (one to 10 and beyond)	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • Number Counting
6. Uses counting and matching strategies to find which is more, less than or equal to 10	<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 • Make and Count Groups
7. Reads and writes some numerals one to 10 using appropriate activities	<ul style="list-style-type: none"> • Number Instruction • Number Practice • Moving Target • Number Books (See titles at end of document.)
B. NUMBER AND OPERATIONS	
1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou • Book: Five Delicious Muffins • Addition • Subtraction • Act Out Addition • Act Out Subtraction • Make and Count Groups • Add Groups • Subtract Groups

FLORIDA STANDARDS	WATERFORD RESOURCES
B. NUMBER AND OPERATIONS <i>continued</i>	
2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	<ul style="list-style-type: none"> • Songs: Pirates Can Add; Bakery Subtraction; Circus Subtraction; Addition; On the Bayou • Book: Five Delicious Muffins • Addition • Subtraction • Act Out Addition • Act Out Subtraction • Make and Count Groups • Add Groups • Subtract Groups
C. PATTERNS	
1. Identifies and extends a simple AB repeating pattern	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB
2. Duplicates a simple AB pattern using different objects	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB
3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
D. GEOMETRY	
1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Marmot Shapes • Books: Imagination Shapes; The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle
2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	<ul style="list-style-type: none"> • Songs: Corners and Sides; Shapes, Shapes, Shapes; Kites; All Sorts of Laundry • Books: Imagination Shapes; The Shape of Things; Buttons, Buttons • Sort • Similar Figures • Space Shapes • Solid Shapes • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	<ul style="list-style-type: none"> • Geoboard • Tangrams
4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	<ul style="list-style-type: none"> • Soup's On! • Pretend Play

FLORIDA STANDARDS	WATERFORD RESOURCES
E. SPATIAL RELATIONS	
<p>1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Position • First, Middle, Last
<p>2. Uses directions to move through space and find places in space</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Position
F. MEASUREMENT AND DATA	
<p>1. Measures object attributes using a variety of standard and nonstandard tools</p>	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity
<p>2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Length • Weight • Tall and Short • Heavy and Light • Big and Little • Size • Capacity
<p>3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)</p>	<ul style="list-style-type: none"> • Song: Large, Larger, Largest • Order Size • Length
<p>4. Represents, analyzes and discusses data (e.g., charts, graphs and tallies)</p>	<ul style="list-style-type: none"> • Books: One More Cat; Milton’s Mittens • Calendar/Graph Weather • Observe a Simple System
<p>5. Begins to predict the results of data collection</p>	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System

FLORIDA STANDARDS	WATERFORD RESOURCES
VI. SCIENTIFIC INQUIRY DOMAIN	
A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY	
<p>1. Uses senses to explore and understand their social and physical environment Benchmark a: Identifies each of the five senses and the relationship to each of the sense organs</p>	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Touch • Hearing • Taste • Smell • Science Investigation • Body Parts • Parts of the Face
<p>Benchmark b: Begins to identify and make observations about what can be learned about the world using each of the five senses</p>	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Touch • Hearing • Taste • Smell • Science Investigation
<p>Benchmark c: Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)</p>	<ul style="list-style-type: none"> • Books: Lumpy Mush; Ooey, Gooney Mud; Animals in the House
<p>2. Uses tools in scientific inquiry Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)</p>	<ul style="list-style-type: none"> • Science Tools • Science Investigation • Observe a Simple System • Measurement Tools
<p>3. Uses understanding of causal relationships to act on social and physical environments Benchmark a: Makes predictions and tests their predictions through experimentation and investigation</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation • Observe a Simple System
<p>Benchmark b: Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)</p>	<ul style="list-style-type: none"> • Song: Graphing • Books: Milton’s Mittens; One More Cat • Observe a Simple System • Calendar/Graph Weather
<p>Benchmark c: Begins to form conclusions and construct explanations (e.g., What do the results mean?)</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation
<p>Benchmark d: Shares findings and outcomes of experiments</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Book: I Want to Be a Scientist Like George Washington Carver • Science Tools • Science Investigation

FLORIDA STANDARDS	WATERFORD RESOURCES
B. LIFE SCIENCE	
<p>1. Demonstrates knowledge related to living things and their environments Benchmark a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations and types of trees and where they grow)</p>	<ul style="list-style-type: none"> • 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 • Mammals • Birds • Reptiles • Amphibians • Plants • Plant or Animal • Invertebrates • Insects • Worms • Science Investigation • Food From Plants
<p>Benchmark b: Notices the similarities and differences among various living things</p>	<ul style="list-style-type: none"> • 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 Crawlers • Science Investigation • Mammals • Birds • Reptiles • Amphibians • Insects • Plant or Animal • Invertebrates • Worms • Plants
<p>Benchmark c: Understands that all living things grow, change and go through life cycles</p>	<ul style="list-style-type: none"> • Songs: Plants are Growing • Mammals • Amphibians • Birds • Plants • Observe a Simple System
<p>Benchmark d: Begins to distinguish between living and non-living things</p>	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving • Materials • Magnets

FLORIDA STANDARDS	WATERFORD RESOURCES
B. LIFE SCIENCE <i>continued</i>	
<p>Benchmark e: Observes that living things differ with regard to their needs and habitats</p>	<ul style="list-style-type: none"> • 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 • Mammals • Birds • Reptiles • Amphibians • Insects • Plant or Animal • Invertebrates • Worms • Plants • Food From Plants • Environments • Deserts • Mountains
C. PHYSICAL SCIENCE	
<p>1. Demonstrates knowledge related to physical science Benchmark a: Discusses what makes objects move the way they do and how the movement can be controlled</p>	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull
<p>Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method; Push and Pull • Push and Pull • Science Investigation
<p>Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)</p>	<ul style="list-style-type: none"> • Water • States of Water • Solid and Liquid
<p>Benchmark d: Investigates and describes changing states of matter—liquid, solid and gas</p>	<ul style="list-style-type: none"> • Book: Pancakes Matter • States of Water
<p>Benchmark e: Explores the relationship of objects to light (e.g., light and shadows)</p>	<ul style="list-style-type: none"> • Books: My Family Campout; Thump, Bump! • Light Exploration
D. EARTH AND SPACE SCIENCE	
<p>1. Demonstrates knowledge related to the dynamic properties of earth and sky Benchmark a: Describes properties of water including changes in the states of water—liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)</p>	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Water; Precipitation • Book: Water Is All Around • Water • Solid and Liquid • States of Water
<p>Benchmark b: Discovers, explores, sorts, compares and contrasts objects that are naturally found in the environment including rocks, soil, sand and mud and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)</p>	<ul style="list-style-type: none"> • Song: Rocks • Rocks • Sorting Rocks Experiment

FLORIDA STANDARDS	WATERFORD RESOURCES
D. EARTH AND SPACE SCIENCE <i>continued</i>	
Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Books: Star Pictures; Moon Song • Sun • Moon • Constellations • Clouds
Benchmark d: Compares the daytime and nighttime cycle	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Books: Star Pictures; Moon Song • Sun • Moon • Constellations • Clouds
Benchmark e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact on their daily lives (e.g., types of clothing for different environments)	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Books: That's What I Like: A Book About Seasons; Whatever the Weather • Spring • Summer • Fall • Winter • Weather
E. ENVIRONMENT	
1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment Benchmark a: Demonstrates how people use objects and natural resources in the environment	<ul style="list-style-type: none"> • Care of Water • Care of Earth • Magnets
Benchmark b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)	<ul style="list-style-type: none"> • Songs: Conservation; Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth
Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycle materials in the classroom)	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth
F. ENGINEERING AND TECHNOLOGY	
1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures Benchmark a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Wilbur and Orville Wright; Inventions All Around
Benchmark b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)	<ul style="list-style-type: none"> • Song: Push and Pull • Books: Mela's Water Pot; Follow the Apples • Push and Pull

FLORIDA STANDARDS	WATERFORD RESOURCES
F. ENGINEERING AND TECHNOLOGY <i>continued</i>	
Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems	<ul style="list-style-type: none"> • Book: I Want to Be a Scientist Like Antoni van Leeuwenhoek • Science Tools • Measurement Tools • Weather Tools
Benchmark d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)	<ul style="list-style-type: none"> • Song: Push and Pull • Books: I Want to Be a Scientist Like Wilbur and Orville Wright; Mr. Mario’s Neighborhood • Push and Pull
VII. SOCIAL STUDIES DOMAIN	
A. CULTURE	
1. Identifies self as a member of a culture	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
2. Understands everyone belongs to a culture	<ul style="list-style-type: none"> • Sing Around the World Songs
3. Explores culture of peers and families in the classroom and community	<ul style="list-style-type: none"> • Sing Around the World Songs
4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)	<ul style="list-style-type: none"> • Sing Around the World Songs
B. INDIVIDUAL DEVELOPMENT AND IDENTITY	
1. Identifies characteristics of self as an individual	<ul style="list-style-type: none"> • Book: Mine
2. Identifies the ways self is similar to and different from peers and others	<ul style="list-style-type: none"> • Book: Mine
3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)	<ul style="list-style-type: none"> • Do I Have To? • Soup’s On!
C. INDIVIDUALS AND GROUPS	
1. Identifies differences and similarities of self and others as part of a group	<ul style="list-style-type: none"> • Book: Mine
2. Explains the role of groups within a community	<p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Community Helpers
3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)	<p>Resources:</p> <ul style="list-style-type: none"> • Good Playing Rules • What Would You Do?
4. Exhibits leadership skills and roles (e.g., line leader and door holder)	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Dinner Time • The Picnic

FLORIDA STANDARDS	WATERFORD RESOURCES
D. SPACES, PLACES AND ENVIRONMENTS	
1. Identifies the relationship of personal space to surroundings	<ul style="list-style-type: none"> • Book: Up in the Air • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • First, Middle, Last
2. Identifies differences and similarities between own environment and other locations	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Create Your Own Environment • Ecosystems • Environments • Mountains • Oceans • Deserts • Rainforests • Wetlands • Prairies
3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Environments • Mountains • Oceans • Deserts • Rainforests • Wetlands • Prairies
4. Uses spatial words (e.g., far/close, over/under and up/down)	<ul style="list-style-type: none"> • Song: Positioning • Book: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between
5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)	Sing Around the World Songs begin with a map highlighting the location of the country represented.
6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)	<ul style="list-style-type: none"> • Songs: Pollution Rap, Conservation • Pollution and Recycling • Care of Water • Care of Earth
E. TIME, CONTINUITY AND CHANGE	
1. Identifies changes within a sequence of events to establish a sense of order and time	<ul style="list-style-type: none"> • Sum Up: Remember Order • What Comes Next?
2. Observes and recognizes changes that take place over time in the immediate environment	<ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like: A Book About Seasons • Spring • Summer • Fall • Winter

FLORIDA STANDARDS	WATERFORD RESOURCES
F. GOVERNANCE, CIVIC IDEALS AND PRACTICES	
1. Recognizes and follows rules and expectations in varying settings	<p>Resources:</p> <ul style="list-style-type: none"> • Good Playing Rules • What Would You Do? • Role Play • Please and Thank You
2. Participates in problem solving and decision making	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)	<p>Resources:</p> <ul style="list-style-type: none"> • Good Playing Rules • What Would You Do? • Role Play • Please and Thank You
G. ECONOMICS AND RESOURCES	
1. Recognizes the difference between wants and needs	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.
2. Begins to recognize that people work to earn money to buy things they need or want	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.
H. TECHNOLOGY AND OUR WORLD	
1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	While interacting with Waterford, children become familiar with technology and are constantly listening to input and responding with choices. Responses may include moving and clicking the mouse, tapping the touch pad, dragging items around the screen, or entering answers on the keyboard.
VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN	
A. SENSORY ART EXPERIENCE	
1. Combines with intention a variety of open-ended, process-oriented and diverse art materials	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
B. MUSIC	
1. Actively participates in a variety of individual and group musical activities	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes • Book: Movin’ to the Music Time • Baby’s Ballet • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes • Book: Movin’ to the Music Time • Baby’s Ballet • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes

FLORIDA STANDARDS	WATERFORD RESOURCES
C. CREATIVE MOVEMENT	
<p>1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge</p>	<ul style="list-style-type: none"> • Song: Head, Shoulders, Knees, and Toes • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
D. IMAGINATIVE AND CREATIVE PLAY	
<p>1. Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally and non-verbally, with others using a variety of objects in own environment</p>	<ul style="list-style-type: none"> • Pretend Play • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? • Lots of Feelings • Guess What I'm Feeling
E. APPRECIATION OF THE ARTS	
<p>1. Uses appropriate art vocabulary to describe own art creations and those of others</p>	<ul style="list-style-type: none"> • Squirrel's Sketches
<p>2. Compares own art to similar art forms</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>
<p>3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past</p>	<p>Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.</p>



PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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



FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

The Piñata; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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



PRE-MATH & SCIENCE

Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

Counting Songs

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

Number Songs

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

BASIC MATH & SCIENCE

Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

FLUENT MATH & SCIENCE

Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair

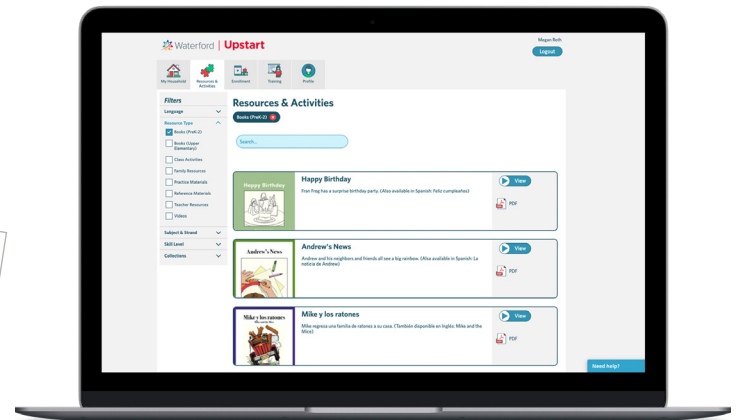
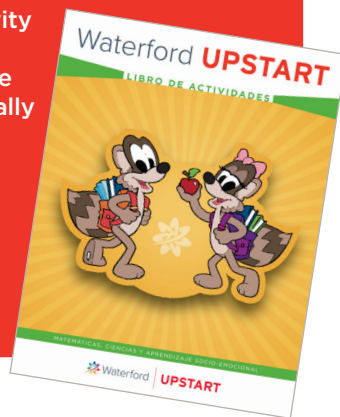
FAMILY ENGAGEMENT

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford Upstart families. Please visit [Waterford Upstart](https://upstart.waterford.org/) to see the most current resources and activities.

WATERFORD UPSTART

[Waterford Upstart](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.