

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Georgia Early
Learning and
Development
Standards 2013*

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GEORGIA STANDARDS	WATERFORD RESOURCES
PHYSICAL DEVELOPMENT	
1: HEALTH AND WELL-BEING	
PDM1: THE CHILD WILL PRACTICE HEALTHY AND SAFE HABITS.	
PDM1.4a Stays awake and alert except during voluntary nap time	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.
PDM1.4b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.	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.
PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Consequences Cards
PDM1.4d Communicates the importance of safety rules.	<ul style="list-style-type: none"> • Song: Sun Blues • Lightening Safety • Avoid Germs and Prevent Illness
PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.	<ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Avoid Germs and Prevent Illness • Exercise and Rest • Healthy Food
PDM1.4f Can name people who keep them safe and healthy.	<p>Resources:</p> <ul style="list-style-type: none"> • Trusted Adults • Community Helpers
PDM2: THE CHILD WILL PARTICIPATE IN ACTIVITIES RELATED TO NUTRITION.	
PDM2.4a Helps prepare nutritious snacks and meals.	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time • The Picnic <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate
PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate

GEORGIA STANDARDS	WATERFORD RESOURCES
2: USE OF SENSES	
PDM3: THE CHILD WILL DEMONSTRATE AN AWARENESS OF THE BODY IN SPACE AND CHILD'S RELATIONSHIP TO OBJECTS IN SPACE.	
<p>PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance and location.</p>	<ul style="list-style-type: none"> • Songs: Monster Trucks; Positioning; Get over the Bugs • Book: Up in the Air • Position • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • First, Middle, Last <p>Resources:</p> <ul style="list-style-type: none"> • Personal Space Circle
<p>PDM3.4b Demonstrates spatial awareness through play activities.</p>	<ul style="list-style-type: none"> • Songs: Monster Trucks; Positioning; Get over the Bugs • Book: Up in the Air • Position • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • First, Middle, Last <p>Resources:</p> <ul style="list-style-type: none"> • Personal Space Circle
PDM4: THE CHILD WILL USE SENSES (SIGHT, TOUCH, HEARING, SMELL AND TASTE) TO EXPLORE THE ENVIRONMENT AND PROCESS INFORMATION.	
<p>PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.</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>PDM4.4b Takes things apart and invents new structures using the parts.</p>	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Wilbur and Orville Wright; Inventions All Around <p>Resources:</p> <ul style="list-style-type: none"> • Learning Together: How It Works
3: MOTOR SKILLS	
PDM5: THE CHILD WILL DEMONSTRATE GROSS MOTOR SKILLS.	
<p>PDM5.4a Coordinates movements to perform more complex tasks.</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>
<p>PDM5.4b Demonstrates coordination and balance in a variety of activities.</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>

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PDM6: THE CHILD WILL DEMONSTRATE FINE MOTOR SKILLS.	
PDM6.4a Performs fine motor tasks that require small-muscle strength and control.	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.
PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.
PDM6.4c Able to perform more complex fine motor tasks with accuracy 50% of the time.	The daily use of a touch pad or mouse develops eye-hand coordination. Children also must practice writing letters and words.
SOCIAL AND EMOTIONAL DEVELOPMENT	
1: DEVELOPING A SENSE OF SELF	
SED1: THE CHILD WILL DEVELOP SELF-AWARENESS.	
SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.	<ul style="list-style-type: none"> • Books: Mine; José Three • My Family • Come Inside • Clubhouse • Dinner Time • The Picnic
SED1.4b Identifies personal characteristics, preferences, thoughts and feelings.	<ul style="list-style-type: none"> • Books: Mine; José Three; I Hate Peas; Lumpy Mush; Ooey, Goey Mud; Bad News Shoes • Lost and Found • It's Not Fair! • Do I Have To? <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings
SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.	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.
SED1.4d Shows independence in his/her own choices.	<ul style="list-style-type: none"> • My Name Is Squirrel • Squirrel's Sketches • Perfect Present • Where's Papa?
SED2: THE CHILD WILL ENGAGE IN SELF-EXPRESSION.	
SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.	<ul style="list-style-type: none"> • Books: Mine; José Three; I Hate Peas; Lumpy Mush; Bad News Shoes; Ooey, Goey Mud • Find Me! • Lost and Found • Where's Papa? • Soup's On! • Do I Have To? • It's Not Fair! • Perfect Present • Party Time

GEORGIA STANDARDS	WATERFORD RESOURCES
SED2: THE CHILD WILL ENGAGE IN SELF-EXPRESSION <i>continued</i>	
<p>SED2.4b With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions.</p>	<ul style="list-style-type: none"> • Find Me! • Lost and Found • Where's Papa? • Soup's On! • Do I Have To? • It's Not Fair! • Perfect Present • Party Time <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling
<p>SED2.4c Uses pretend-play to show emotions of self and others.</p>	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Lots of Feelings • Guess How I'm Feeling • Feelings Poster
<p>SED2.4d With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each</p>	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Soup's On! • Boo Hoo Baby • Lost and Found • Where's Papa? • Party Time
2: SELF-REGULATION	
SED3: THE CHILD WILL BEGIN TO DEMONSTRATE SELF-CONTROL.	
<p>SED3.4a Independently follows rules and routines.</p>	<p>Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.</p>
<p>SED3.4b Regulates own emotions and behaviors, and seeks out adult support when needed.</p>	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Soup's On! • Lost Dinosaur • Squirrel's Blocks • Broken Lamp
<p>SED3.4c Regulates a range of impulses.</p>	<p>Waterford's social-emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."</p>
<p>SED3.4d Manages transitions and adapts to changes in schedules and routines independently.</p>	<ul style="list-style-type: none"> • Marmot's Basket • Soup's On!

GEORGIA STANDARDS	WATERFORD RESOURCES
3: DEVELOPING A SENSE OF SELF WITH OTHERS	
SED4: THE CHILD WILL DEVELOP RELATIONSHIPS AND SOCIAL SKILLS WITH ADULTS.	
SED4.4a Transitions well into new, unfamiliar settings.	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.
SED4.4b Uses a familiar adult’s suggestions to decide how to respond to a specific situation.	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Squirrel’s Blocks
SED4.4c Shows affection to familiar adults by using more complex words and actions.	<ul style="list-style-type: none"> • My Family • Find Me! • Where’s Papa?
SED4.4d Seeks out adults as a resource for help and assistance.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
SED5: THE CHILD WILL DEVELOP RELATIONSHIPS AND SOCIAL SKILLS WITH PEERS.	
SED5.4a Develops and maintains friendships with other children.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
SED5.4b Plays cooperatively with a few peers for a sustained period of time.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
SED5.4c Attempts to resolve peer conflicts using appropriate strategies.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help.	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby’s Ball
SED5.4e Shows respect for peers’ personal space and belongings.	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.
APPROACHES TO PLAY AND LEARNING	
1: INITIATIVE AND EXPLORATION	
APL1: THE CHILD WILL DEMONSTRATE INITIATIVE AND SELF-DIRECTION.	
APL1.4a Takes initiative to learn new concepts and try new experiences - Initiates and completes new tasks by himself/herself.	<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 • Squirrel’s Sketches • Perfect Present
APL1.4b Selects and carries out activities without adult prompting.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Baby’s Ballet • Perfect Present

GEORGIA STANDARDS	WATERFORD RESOURCES
APL1: THE CHILD WILL DEMONSTRATE INITIATIVE AND SELF-DIRECTION <i>continued.</i>	
<p>APL1.4c Sets goals and develops and follows through on plans.</p>	<p>Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready.</p> <ul style="list-style-type: none"> • Squirrel's Sketches • Perfect Present <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
APL2: THE CHILD WILL DEMONSTRATE INTEREST AND CURIOSITY.	
<p>APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.</p>	<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
<p>APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.</p>	<ul style="list-style-type: none"> • Science Investigation • Science Tools
<p>APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.</p>	<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
2: ATTENTIVENESS AND PERSISTENCE	
APL3: THE CHILD WILL SUSTAIN ATTENTION TO A SPECIFIC ACTIVITY AND DEMONSTRATE PERSISTENCE.	
<p>APL3.4a Engages in independent activities and continues tasks over a period of time.</p>	<p>Waterford Early Learning runs on a dynamic sequence engine that responds to each child's individual interactions. Engaging, game-like graphics and scaffolded instruction hold children's attention.</p>
<p>APL3.4b Practices to improve skills that have been accomplished.</p>	<p>Waterford's consistent review and practice enables students to develop and improve skills.</p>
<p>APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.</p>	<ul style="list-style-type: none"> • Marmot's Basket • Musical Mayhem
<p>APL3.4d Persists in trying to complete a task after previous attempts have failed.</p>	<p>Children build persistence in Waterford with ongoing support and encouragement. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p>
3: PLAY	
APL4: THE CHILD WILL ENGAGE IN A PROGRESSION OF IMAGINATIVE PLAY.	
<p>APL4.4a Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.</p>	<ul style="list-style-type: none"> • Pretend Play • Papa's Play • Real and Make-believe • Distinguish Between Fantasy and Reality <p>Resources:</p> <ul style="list-style-type: none"> • Role Play

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APL5: THE CHILD WILL DEMONSTRATE A COOPERATIVE AND FLEXIBLE APPROACH TO PLAY AND LEARNING.	
<p>APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.</p>	<ul style="list-style-type: none"> • Marmot’s Basket • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
<p>APL5.4b Demonstrates flexibility in taking on various roles in a group setting.</p>	<ul style="list-style-type: none"> • Soup’s On! • Marmot’s Basket • Pretend Play
<p>APL5.4c Demonstrates inventiveness, imagination and creativity to solve a problem.</p>	<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 • The Perfect Present • Marmot’s Basket • Musical Mayhem
<p>APL5.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.</p>	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Perfect Present • Do I Have To?
<p>APL5.4e Recovers quickly from setbacks and differences in opinion in a group setting.</p>	<p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.</p>
COMMUNICATION, LANGUAGE AND LITERACY STANDARDS	
1: RECEPTIVE LANGUAGE	
CLL1: THE CHILD WILL LISTEN TO CONVERSATIONS AND DEMONSTRATE COMPREHENSION.	
<p>CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.</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>CLL1.4b Listens to and follows multi-step directions.</p>	<p>Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.</p>
<p>CLL1.4c Extends/expands thoughts or ideas expressed.</p>	<ul style="list-style-type: none"> • Marmot’s Basket • Pretend Play • Perfect Present • Mama’s Melody
CLL2: THE CHILD WILL ACQUIRE VOCABULARY INTRODUCED IN CONVERSATIONS, ACTIVITIES, STORIES OR BOOKS.	
<p>CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.</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>

GEORGIA STANDARDS	WATERFORD RESOURCES
CLL2: THE CHILD WILL ACQUIRE VOCABULARY INTRODUCED IN CONVERSATIONS, ACTIVITIES, STORIES OR BOOKS <i>continued.</i>	
CLL2.4b Connects new vocabulary from activities, stories and books with prior experiences and conversations.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.)
2: EXPRESSIVE LANGUAGE	
CLL3: THE CHILD WILL USE NONVERBAL COMMUNICATION FOR A VARIETY OF PURPOSES.	
CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.	<ul style="list-style-type: none"> • Books: Seeing Fingers; Noise? What Noise?; I Hate Peas; Lumpy Mush
CLL3.4b Communicates feelings using appropriate non-verbal gestures, body language and actions.	<ul style="list-style-type: none"> • It's Not Fair! • Lost and Found Resources: <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Feelings Posters • Emotion Cards
CLL4: THE CHILD WILL USE INCREASINGLY COMPLEX SPOKEN LANGUAGE.	
CLL4.4a Uses spoken language that can be understood with ease.	Waterford introduces letter sounds with instruction demonstrating positioning of the lips and tongue to form the sound correctly and clearly. <ul style="list-style-type: none"> • Build Knowledge • Vocabulary
CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
CLL4.4c Describes activities, experiences, and stories with more detail.	<ul style="list-style-type: none"> • Song: Adjectives Describe • Look at Details • Build Knowledge • Connect to Me
CLL4.4d Uses new and expanded vocabulary in a variety of situations.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
3: EARLY READING	
CLL5: THE CHILD WILL ACQUIRE MEANING FROM A VARIETY OF MATERIALS READ TO HIM/HER.	
CLL5.4a Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Peek at the Story

GEORGIA STANDARDS	WATERFORD RESOURCES
CLL5: THE CHILD WILL ACQUIRE MEANING FROM A VARIETY OF MATERIALS READ TO HIM/HER <i>continued.</i>	
CLL5.4b Retells familiar stories.	<ul style="list-style-type: none"> • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.)
CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.	<ul style="list-style-type: none"> • Sum Up: Five Ws • Describe Characters • Compare Characters • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books (See titles at end of document.)
CLL5.4d Makes real-world connections between stories and real-life experiences.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
CLL5.4e Develops an alternate ending for a story.	<ul style="list-style-type: none"> • Connect to Me • Step Into the Story
CLL6: THE CHILD WILL DEVELOP EARLY PHONOLOGICAL AWARENESS (AWARENESS OF THE UNITS OF SOUND).	
CLL6.4a Listens and differentiates between sounds that are the same and different.	<ul style="list-style-type: none"> • Letter Sound Songs • Choose a Sound • Letter Sound • Name That Letter Sound
CLL6.4b Identifies and produces rhyming words.	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme
CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound
CLL6.4d Segments sentences into individual words.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality
CLL6.4e Segments words into syllables.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables
CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.	<ul style="list-style-type: none"> • Blending • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon • Circus Clown Climbers
CLL7: THE CHILD WILL DEMONSTRATE INCREASING KNOWLEDGE OF THE ALPHABET.	
CLL7.4a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.	<ul style="list-style-type: none"> • Letter Pictures • Alphabet Introduction (Distinguish Letters) • ABC Songs • Name That Letter • Fast Letter Fun

GEORGIA STANDARDS	WATERFORD RESOURCES
CLL8: THE CHILD WILL DEMONSTRATE AWARENESS OF PRINT CONCEPTS.	
<p>CLL8.4a Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</p>	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Informational Books • Decodable Books • Sing a Rhyme Songs/Books (See titles at end of document.)
<p>CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.</p>	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letters Make Words
<p>CLL8.4c With prompting and support, tracks words from left to right, top to bottom and page to page.</p>	<p>All text within the software illustrates left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality
<p>CLL8.4d Recognizes and reads environmental print.</p>	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words In Your World
<p>CLL8.4e Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.</p>	<p>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>
4: EARLY WRITING	
CLL9: THE CHILD WILL USE WRITING FOR A VARIETY OF PURPOSES.	
<p>CLL9.4a Draws pictures and copies letters and/or numbers to communicate.</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) • Explain Numbers • Number Instruction
<p>CLL9.4b Uses writing tools.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>
<p>CLL9.4c Uses writing for a variety of purposes.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>
<p>CLL9.4d Writes some letters of the alphabet.</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) • Name Game (What's Your Name?)

GEORGIA STANDARDS	WATERFORD RESOURCES
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE	
MATH	
1: NUMBER AND QUANTITY	
<i>CD-MA1: The child will organize, represent, and build knowledge of number and quantity.</i>	
CD-MA1.4a Recites numbers up to 20 in sequence.	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Number Counting • Order Numbers • Number Instruction
CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.	<ul style="list-style-type: none"> • Math Books (See titles at end of document.) • Number Instruction • One-to-one Correspondence • Bug Bits
CD-MA1.4c Matches numerals to sets of objects with the same number, 0-10.	<ul style="list-style-type: none"> • Math Books (See titles at end of document.) • Number Counting • Number Instruction • Make and Count Groups
CD-MA1.4d Describes sets as having more, less, same as/equal.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Make and Count Groups • Greater Than, Less Than • More Than, Fewer Than
CD-MA1.4e Quickly recognizes and names how many items are in a set of up to four items.	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits
CD-MA1.4f Tells numbers that come before and after a given number up to 10.	<ul style="list-style-type: none"> • Song: Counting Backward • Number Line • Count On • Count Down • Number Instruction • Dot to Dot
<i>CD-MA2: The child will manipulate, compare, describe relationships, and solve problems using number and quantity.</i>	
CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands they are the same.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • One-to-one Correspondence • Make and Count Groups • Greater Than, Less Than • More Than, Fewer Than
CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • One-to-one Correspondence • Number Instruction

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<i>CD-MA2: The child will manipulate, compare, describe relationships, and solve problems using number and quantity continued.</i>	
CD-MA2.4c Practices combining, separating and naming quantities.	<ul style="list-style-type: none"> • Make and Count Groups • Add Groups • Act Out Addition • Subtract Groups • Act Out Subtraction
CD-MA2.4d Describes data from classroom graphs using numerical math language.	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System
CD-MA2.4e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Math Books (See titles at end of document.) • Number Counting • Order Numbers • Number Instruction • Make and Count Groups
2: MEASUREMENT AND COMPARISON	
<i>CD-MA3: The child will explore and communicate about distance, weight, length, height and time.</i>	
CD-MA3.4a Uses mathematical terms to describe experiences involving measurement.	<ul style="list-style-type: none"> • Song: Measuring Plants • Capacity • Length • Weight
CD-MA3.4b Compares objects using two or more attributes, such as length, weight and size.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Make Comparisons • Sort • Size • Big and Little • Short and Tall • Heavy and Light
CD-MA3.4c Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.	<ul style="list-style-type: none"> • Song: Measuring Plants • Capacity • Length • Weight
CD-MA3.4d Associates and describes the passage of time with actual events.	<ul style="list-style-type: none"> • Observe a Simple System • Amphibians
<i>CD-MA4: The child will sort, seriate, classify and create patterns.</i>	
CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used.	<ul style="list-style-type: none"> • Make Comparisons • Sort • Size • Order Size • Big and Little • Short and Tall • Heavy and Light

GEORGIA STANDARDS	WATERFORD RESOURCES
<i>CD-MA4: The child will sort, seriate, classify and create patterns continued.</i>	
CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.	<ul style="list-style-type: none"> Songs: All Sorts of Laundry; Savanna Size Book: Buttons, Buttons Make Comparisons Sort Size Big and Little Short and Tall Heavy and Light
CD-MA4.4c Creates and extends simple, repeating patterns.	<ul style="list-style-type: none"> Song: Train Station Patterns Patterns Pattern: AB; ABB; ABC
3: GEOMETRY AND SPATIAL THINKING	
<i>CD-MA5: The child will explore, recognize and describe spatial relationships between objects.</i>	
CD-MA5.4a Uses appropriate directional language to indicate where things are in their environment - positions, distances, order.	<ul style="list-style-type: none"> Songs: Positioning; Get Over the Bugs; Monster Trucks Book: Up in the Air Position First, Middle, Last Inside, Outside, Between Over, Under, Above, Below Above, Below, Next to, On Over, Under, and Through
CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together.	<ul style="list-style-type: none"> Geoboard Tangrams <p>Resources:</p> <ul style="list-style-type: none"> Shape Puzzles
<i>CD-MA6: The child will explore, recognize and describe shapes and shape concepts.</i>	
CD-MA6.4a Recognizes and names common two- dimensional and three-dimensional shapes, their parts and attributes.	<ul style="list-style-type: none"> Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides Books: Imagination Shapes; The Shape of Things Simple Shapes Circle, Square, Triangle, Rectangle Oval, Star, Semicircle, Diamond, Octagon Space Shapes Solid Shapes
CD-MA6.4b Combines simple shapes to form new shapes.	<ul style="list-style-type: none"> Simple Shapes Geoboard Tangrams
4: MATHEMATICAL REASONING	
<i>CD-MA7: The child use mathematical problem solving, reasoning, estimation and communication.</i>	
CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate.	<ul style="list-style-type: none"> Song: At the Market Length
CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.	<ul style="list-style-type: none"> Make and Count Groups Act Out Addition Act Out Subtraction
CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why.	<ul style="list-style-type: none"> Act Out Addition Act Out Subtraction

GEORGIA STANDARDS	WATERFORD RESOURCES
SOCIAL STUDIES	
1: FAMILY	
<i>CD-SS1: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.</i>	
CD-SS1.4a Describes his/her family structure and family roles.	<ul style="list-style-type: none"> • Books: Mine; José Three • My Family • Come Inside • My Name Is Squirrel
CD-SS1.4b Describes similarities and differences between self and others.	<ul style="list-style-type: none"> • Books: Mine; Moving Day; Seeing Fingers; Noise? What Noise?; In the Rain; David Next Door; Duc Tho Le's Birthday Present
2: PEOPLE AND COMMUNITY	
<i>CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.</i>	
CD-SS2.4a Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom and community.	<ul style="list-style-type: none"> • Sing Around the World Songs
CD-SS2.4c Recognizes similarities and differences between own culture and that of others.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
<i>CD-SS3: The child will demonstrate an awareness of geography in his/her community.</i>	
CD-SS3.4a Creates simple representations of home, school and community.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
CD-SS3.4b Identifies and describes aspects of his/ her community.	<ul style="list-style-type: none"> • Song: I Am Part of All I See <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City With Your Child
<i>CD-SS4: The child will demonstrate awareness of economics in his/her community.</i>	
CD-SS4.4a Completes jobs to contribute to his/her community and communicates why it is important.	<ul style="list-style-type: none"> • Clubhouse • Do I Have To? <p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers
CD-SS4.4b Describes the roles and responsibilities of a variety of occupations.	<ul style="list-style-type: none"> • Books: Follow the Apples; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; My Reptile Hospital <p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers
CD-SS4.4c Describes how people interact economically and the exchange of goods and services.	<ul style="list-style-type: none"> • Song: At the Market • Books: Bugs For Sale; Follow the Apples

GEORGIA STANDARDS	WATERFORD RESOURCES
<i>CD-SS4: The child will demonstrate awareness of economics in his/her community continued.</i>	
CD-SS4.4d Explores the uses of technology and understands its role in the environment.	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.
3: HISTORY AND EVENTS	
<i>CD-SS5: The child will understand the passage of time and how events are related.</i>	
CD-SS5.4a Recognizes and describes sequence of events with accuracy.	<ul style="list-style-type: none"> • Song: Sequencing Events • Yesterday/Tomorrow • Today • Sum Up: Remember Order • What Comes Next?
CD-SS5.4b Differentiates between past, present and future.	<ul style="list-style-type: none"> • Song: It Happened Yesterday • Book: I Can't Wait • Yesterday/Tomorrow • Today
SCIENCE	
1: SCIENTIFIC SKILLS AND METHODS	
<i>CD-SC1: The child will demonstrate scientific inquiry skills.</i>	
CD-SC1.4a Uses senses to observe, classify and learn about objects and environment.	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Touch • Smell • Taste • Science Investigation
CD-SC1.4b Uses simple tools correctly to experiment, observe and increase understanding.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation • Observe a Simple System
CD-SC1.4c Records observations through dictating to an adult and drawing pictures or using other forms of writing.	<ul style="list-style-type: none"> • Calendar/Graph Weather • Observe a Simple System • Science Tools
CD-SC1.4d Experiments, compares and formulates hypotheses related to scientific properties.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System • Science Tools
2: EARTH AND SPACE	
<i>CD-SC2: The child will demonstrate knowledge related to the dynamic properties of earth and sky.</i>	
CD-SC2.4a Describes properties of water, including changes to the states of water.	<ul style="list-style-type: none"> • Songs: Water; Precipitation; Uses of Water • Book: Water Is All Around • Water • States of Water • Heat Changes Water • Care of Water

GEORGIA STANDARDS	WATERFORD RESOURCES
<i>CD-SC2: The child will demonstrate knowledge related to the dynamic properties of earth and sky continued.</i>	
<p>CD-SC2.4b Explores and begins to describe properties of rocks, soil, sand and mud.</p>	<ul style="list-style-type: none"> • Song: Rocks • Rocks
<p>CD-SC2.4c Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars and clouds. Compares the daytime/ nighttime cycle.</p>	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation; Sun Blues; The Moon • Books: That’s What I Like: A Book About Seasons; Star Pictures; Moon Song; What Is a Cloud? • Spring • Summer • Fall • Winter • Sun • Moon • Constellations
<p>CD-SC2.4d Uses appropriate vocabulary to discuss climate and changes in weather.</p>	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Books: That’s What I Like: A Book About Seasons; I Want to Be a Scientist Like Joanne Simpson • Weather • Clouds • Spring • Summer • Fall • Winter
3: LIVING THINGS	
<i>CD-SC3: The child will demonstrate knowledge related to living things and their environments.</i>	
<p>CD-SC3.4a Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles.</p>	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; 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 • Fish • Plants • Plant or Animal • Invertebrates • Insects • Spiders • Worms • Science Investigation • Water • Food From Plants
<p>CD-SC3.4b Discriminates between living and non-living things.</p>	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving

GEORGIA STANDARDS	WATERFORD RESOURCES
<i>CD-SC3: The child will demonstrate knowledge related to living things and their environments continued.</i>	
CD-SC3.4c Identifies and describes the functions of many body parts.	<ul style="list-style-type: none"> • Books: Fawn Eyes; Seeing Fingers • Body Parts • Parts of the Face • Sight • Hearing • Touch • Taste • Smell
4: PHYSICAL SCIENCE	
<i>CD-SC4: The child will demonstrate knowledge related to physical science.</i>	
CD-SC4.4a Explores and describes position and movement of objects and toys.	<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 • Push and Pull
CD-SC4.4b Investigates and describes different types or speeds of motion.	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull
CD-SC4.4c Describes materials by their physical properties and states of matter.	<ul style="list-style-type: none"> • Songs: Matter; Solid or Liquid • Book: Pancakes Matter • States of Water • Solid and Liquid • Materials • Magnets
CD-SC4.4d Uses classroom objects to function as simple machines to enhance child directed play.	<ul style="list-style-type: none"> • Song: Push and Pull • Pretend Play • Push and Pull
5: INTERACTION WITH THE ENVIRONMENT	
<i>CD-SC5: The child will demonstrate an awareness of and the need to protect his/her environment.</i>	
CD-SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.	<ul style="list-style-type: none"> • Songs: I am Part of All I See, Conservation, Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth
CREATIVE DEVELOPMENT	
1: CREATIVE MOVEMENT AND DANCE	
CD-CR1: THE CHILD WILL PARTICIPATE IN DANCE TO EXPRESS CREATIVITY.	
CD-CR1.4a Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.	<ul style="list-style-type: none"> • Book: Movin' To The Music Time • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes

GEORGIA STANDARDS	WATERFORD RESOURCES
2: VISUAL ARTS	
CD-CR2: THE CHILD WILL CREATE AND EXPLORE VISUAL ART FORMS TO DEVELOP ARTISTIC EXPRESSION.	
CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.	<ul style="list-style-type: none"> • Book: Lizard and the Painted Rock • Squirrel’s Sketches
CD-CR2.4c Shows appreciation for different types of art and the creative work of others.	<ul style="list-style-type: none"> • Book: Lizard and the Painted Rock • Squirrel’s Sketches
3: MUSIC	
CD-CR3: THE CHILD WILL USE HIS/HER VOICE, INSTRUMENTS AND OBJECTS TO EXPRESS CREATIVITY.	
CD-CR3.4a Uses familiar rhymes, songs or chants and musical instruments to express creativity.	<ul style="list-style-type: none"> • Book: Jump Rope Rhymes • Mama’s Melody • Sing a Rhyme Songs/Books (See titles at end of document.)
4: DRAMA	
CD-CR4: THE CHILD WILL USE DRAMATIC PLAY TO EXPRESS CREATIVITY.	
CD-CR4.4a Participates in dramatic play presentations.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
CD-CR4.4c Represents a character by using voice inflections and facial expressions.	Waterford online books and activities feature narrations that model engaging examples of voice inflections. Students hear adult, child, or character voices and view graphics that display appropriate facial expressions.
CD-CR4.4d Participates in dramatic play to express thoughts, feelings and creativity.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
COGNITIVE PROCESSES	
1: THINKING SKILLS	
CD-CP1: THE CHILD WILL DEMONSTRATE AWARENESS OF CAUSE AND EFFECT.	
CD-CP1.4a Recognizes cause-and-effect relationships.	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness
CD-CP1.4b Explains why simple events occur using reasoning skills.	<ul style="list-style-type: none"> • Book: The Germs • Boo Hoo Baby • Where’s Papa? • Soup’s On!

GEORGIA STANDARDS	WATERFORD RESOURCES
CD-CP1: THE CHILD WILL DEMONSTRATE AWARENESS OF CAUSE AND EFFECT <i>continued.</i>	
CD-CP1.4c Draws conclusions based on facts and evidence.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System • What Comes Next?
CD-CP2: THE CHILD WILL USE PRIOR KNOWLEDGE TO BUILD NEW KNOWLEDGE.	
CD-CP2.4a Explains how to use objects in new situations.	<ul style="list-style-type: none"> • Perfect Present • Pretend Play
CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.	<ul style="list-style-type: none"> • Science Investigation • Party Time! • Perfect Present • Pretend Play
CD-CP2.4c Uses information gained about familiar objects and people, and can apply to a new situation.	<ul style="list-style-type: none"> • Pretend Play • Soup's On! • Party Time! • Perfect Present
CD-CP2.4d Makes, checks and verifies predictions.	<ul style="list-style-type: none"> • Song: The Scientific Method • Peek at the Story • Find an Answer
CD-CP2.4e Explains how an activity is built on or uses past knowledge.	<ul style="list-style-type: none"> • Build Knowledge • Pretend Play
2: PROBLEM SOLVING	
CD-CP3: THE CHILD WILL DEMONSTRATE PROBLEM-SOLVING SKILLS.	
CD-CP3.4a Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
CD-CP3.4b Uses both familiar and new strategies to solve a problem.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
CD-CP3.4c With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.



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

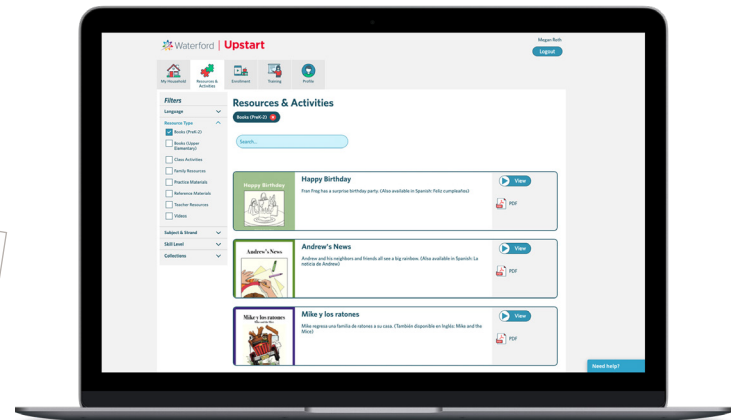
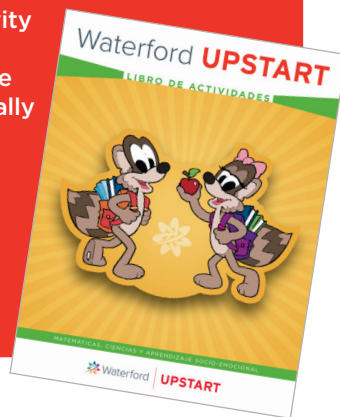
FAMILY ENGAGEMENT

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.