

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*Hawaii Early  
Learning and  
Developmental  
Standards 2014*

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HAWAII STANDARDS	WATERFORD RESOURCES
<b>PHYSICAL WELL-BEING, HEALTH, AND MOTOR DEVELOPMENT</b>	
<b>MOTOR DEVELOPMENT: GROSS MOTOR SKILLS</b>	
Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops and starts again, skips) (PHM.KE.a)	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.
Throw/kick/catch ball with a full range of motion and control (PHM.KE.b)	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.
Sustain balance during complex movement experiences (e.g. hops across the playground, attempts to jump rope) (PHM.KE.c)	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>FINE MOTOR SKILLS</b>	
Use small, precise finger and hand movements (e.g. strings small beads, cuts small pictures, uses small Legos) (PHM.KE.d)	The daily use of a touch pad or mouse helps develop dexterity and eye-hand coordination.
Have more control while holding writing/drawing tools with a three-point finger grip (PHM.KE.e)	The daily use of a touch pad or mouse helps develop dexterity and eye-hand coordination.
<b>PHYSICAL DEVELOPMENT: PHYSICAL EXERCISE</b>	
Name a physiological indicator that accompanies moderate to vigorous physical activities (e.g. “I feel tired”, feels increase in heart rate) (PHM.KE.f)	<ul style="list-style-type: none"> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
Name a social or emotional benefit of participating in physical activities (PHM.KE.h)	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Yoga Poster</li> <li>• Yoga Booklet</li> </ul>
Participate in physical activities (PHM.KE.i)	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
<b>HEALTH AND PERSONAL CARE: DAILY LIVING SKILLS</b>	
Ask for help when hurt (PHM.48-KE.g)	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Name people in the school or community who provide health support for others (PHM.KE.j)	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Trusted Adults</li> </ul>
Manage routines (e.g. dresses self, uses toilet alone, uses utensils) (PHM.KE.k)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
Identify and attend to personal hygiene needs (PHM.KE.l)	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.

HAWAII STANDARDS	WATERFORD RESOURCES
<b>HEALTH AND PERSONAL CARE: DAILY LIVING SKILLS <i>continued</i></b>	
With reminders, wash hands (e.g. before eating, after toileting, after using tissues) (PHM.KE.m)	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> </ul>
<b>NUTRITION</b>	
Can explain that some foods help bodies to grow and be healthy (PHM.KE.n)	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> </ul>
<b>SAFE PRACTICES</b>	
Can articulate what to do in an emergency (i.e. call 911; fire procedures [evacuate, stop, drop, roll]) (PHM.KE.o)	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
Recognize everyday dangers (e.g. stove, knives, matches, medicine) and follow rules regarding them (PHM.KE.p)	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
<b>RULES AND REGULATIONS</b>	
Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Play Ball; Bad News Shoes; The Little Red Hen; The Snow Lion; Half For Me and Half For You; My Reptile Hospital</li> </ul>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>SOCIAL DEVELOPMENT: INTERACTIONS WITH ADULTS</b>	
Sometimes use appropriate social conventions in greetings, introductions, and conversations (SE.KE.a)	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules and social conventions.
<b>INTERACTIONS WITH PEERS</b>	
Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b)	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters ask and answer questions, develop ideas, and communicate in complete sentences.
Use turn-taking in conversations and in play (SE.KE.c)	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.
Share materials, toys, and ideas during play (SE.KE.d)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.

HAWAII STANDARDS	WATERFORD RESOURCES
<b>INTERACTIONS WITH PEERS <i>continued</i></b>	
Show respect and recognize the feelings of others and the causes of their reactions (SE.KE.e)	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Papa's Thumb</li> <li>• Noisy Children</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Feelings Posters</li> <li>• Guess How I'm Feeling</li> <li>• Emotion Cards</li> </ul>
<b>ADAPTIVE SOCIAL BEHAVIOR</b>	
Follow schedule and typical classroom routines (e.g. comes when called, sits attentively at circle, participates in clean-up) (SE.KE.f)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>EMOTIONAL DEVELOPMENT: SELF-EFFICACY</b>	
Show satisfaction in accomplishments (SE.KE.g)	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Perfect Present</li> <li>• Party Time!</li> <li>• The Picnic</li> </ul>
Follow routines for care of own belongings and school supplies (SE.KE.h)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect others' property as well as their own.
<b>SELF-CONTROL AND REGULATION</b>	
Regulate emotions and begin to show self-control in handling frustration and disappointment (SE.KE.i)	Social-emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."
<b>EMOTIONAL EXPRESSION</b>	
Express emotions through socially appropriate actions and words (SE.KE.j)	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Soup's On!</li> <li>• Lost Dinosaur</li> <li>• Squirrel's Blocks</li> <li>• Lost and Found</li> </ul>
Communicate personal experiences or interests (SE.KE.k)	<ul style="list-style-type: none"> <li>• Books: Ooey, Goey Mud; I Hate Peas; Play Ball; Lumpy Mush</li> <li>• Connect to Me</li> </ul>
Recognize and describe own feelings (SE.KE.l)	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Feelings Posters</li> <li>• Guess How I'm Feeling</li> <li>• Emotion Cards</li> </ul>

HAWAII STANDARDS	WATERFORD RESOURCES
<b>APPROACHES TO LEARNING</b>	
<b>LEARNING APPROACHES: INITIATIVE AND CREATIVITY</b>	
Try new activities and experiences independently (AL/LA.48.a)	Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready.
<b>PERSISTENCE AND ATTENTIVENESS</b>	
Plan and pursue a variety of challenging tasks (AL.48-KE.b)	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
With adult assistance, sustain longer interest in working on a task or in play (AL.48.c)	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
<b>PROBLEM SOLVING</b>	
Solve problems without having to try every possibility (AL/LA.48.d)	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>REFLECTION AND INTERPRETATION</b>	
Retell experiences in order, providing details (AL/LA.48-KE.e)	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> </ul>
Recall past experiences in new situations (AL/LA.48.f)	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>EFFECTIVE AND ETHICAL USE OF TECHNOLOGY</b>	
With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g)	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> <li>• Observe a Simple System</li> </ul>
Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Identify technology that can be used to gain information (AL.KE.i)	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
<b>COGNITION AND GENERAL KNOWLEDGE</b>	
<b>MATHEMATICS AND NUMERACY: NUMBER SENSE</b>	
Verbally count to 20 by ones (GK.KE.a)	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>
Demonstrate ability to count in sequence (GK.KE.b)	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• Make and Count Groups</li> </ul>
Recognize and name written numerals to 10 (GK.KE.c)	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• Moving Target</li> </ul>

HAWAII STANDARDS	WATERFORD RESOURCES
<b>MATHEMATICS AND NUMERACY: NUMBER SENSE</b> <i>continued</i>	
Count many kinds of concrete objects and actions up to 10 using one-to-one correspondence (GK.KE.d)	<ul style="list-style-type: none"> <li>• One-to-One Correspondence</li> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>
Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>
Recognize, create, and repeat simple patterns (GK.KE.f)	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
<b>OPERATIONS</b>	
Use a range of strategies (e.g. counting, subtracting, matching) to compare quantity in two sets of objects and describe the comparison with terms, such as more/less, greater than/fewer/equal to (GK.KE.g)	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>
Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>
<b>MEASUREMENT AND DATA</b>	
Recognize the attributes of length, area, weight, and capacity of everyday objects, and use appropriate vocabulary (e.g. long, short, light, big, small, wide, narrow) (GK.KE.h)	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Size</li> <li>• Length</li> <li>• Capacity</li> <li>• Big and Little</li> <li>• Big Small Animals</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Large Small Toys</li> </ul>
Compare the attributes of length and weight for two objects including: larger/shorter/same length, heavier/lighter/same, more/less/same (GK.KE.i)	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Measuring Plants; Greater Than, Less Than</li> <li>• Make Comparisons</li> <li>• Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> </ul>
Sort, classify, and serialize objects using attributes, such as color, shape, or size (GK.KE.j)	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Measuring Plants; All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Sort</li> <li>• Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> </ul>

HAWAII STANDARDS	WATERFORD RESOURCES
<b>GEOMETRY</b>	
<p>Use positional words to describe an object's location (e.g. up, down, above, under, inside, outside) (GK.KE.k)</p>	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• First, Middle, Last</li> </ul>
<p>Recognize and name common shapes, their parts and attributes (GK.KE.l)</p>	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
<p>Create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.KE.m)</p>	<ul style="list-style-type: none"> <li>• Songs: Corners and Sides; Kites</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Geoboard</li> <li>• Tangrams</li> <li><b>Resources:</b></li> <li>• Shape Puzzles</li> </ul>
<b>SCIENCE: SCIENTIFIC AND ENGINEERING PRACTICES</b>	
<p>Use the senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships (GK.KE.n)</p>	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Science Tools</li> </ul>
<p>Make predictions about changes in materials or objects based on past experience (GK.KE.o)</p>	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; The Scientific Method</li> <li>• Book: Pancakes Matter</li> <li>• Science Investigation</li> <li>• Solid and Liquid</li> <li>• Materials</li> <li>• Magnets</li> </ul>
<p>With adult assistance, ask and seek out answers to questions about objects and events (GK.KE.p)</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul>



HAWAII STANDARDS	WATERFORD RESOURCES
<b>PHYSICAL SCIENCE</b>	
Explore different kinds of matter (e.g. wood, metal, water) and describe by observing properties (e.g. visual, aural, textural) (GK.KE.r)	<ul style="list-style-type: none"> <li>• Songs: Matter; Solid or Liquid</li> <li>• Book: Pancakes Matter</li> <li>• Materials</li> <li>• Solid and Liquid</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> </ul>
Explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.KE.s)	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>
<b>LIFE SCIENCES</b>	
Investigate, describe, and compare the characteristics that differentiate living from non-living things (GK.KE.t)	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Book: Everybody Needs to Eat</li> <li>• Living or Nonliving</li> <li>• Science Investigation</li> </ul>
Observe and describe plants and animals as they go through predictable life cycles (GK.KE.u)	<ul style="list-style-type: none"> <li>• Songs: Mammals; Birds; Fish; Plant or Animal</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Plant or Animal</li> <li>• Plants</li> </ul>
Observe and describe ways in which many plants and animals resemble their parents (GK.KE.v)	<ul style="list-style-type: none"> <li>• Songs: Mammals; Birds; Fish; Plant or Animal</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; George and Jack</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Plant or Animal</li> <li>• Plants</li> </ul>
<b>EARTH'S PLACE IN THE UNIVERSE</b>	
Describe and anticipate weather changes (GK.KE.w)	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: That's What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Calendar/Graph Weather</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>

HAWAII STANDARDS	WATERFORD RESOURCES
<b>EARTH'S PLACE IN THE UNIVERSE <i>continued</i></b>	
Name any celestial object seen in the day or night sky (GK.KE.x)	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Books: Star Pictures; Moon Song</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>
<b>ENGINEERING, TECHNOLOGY, AND APPLICATIONS OF SCIENCE</b>	
With adult assistance, recognize examples of technologies (e.g. knife, pencil, computer, pencil sharpener, refrigerator) at home or in the classroom (GK.KE.y)	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>SOCIAL STUDIES: HISTORY</b>	
Recognize calendars and simple timelines (GK.KE.z)	<ul style="list-style-type: none"> <li>• Songs: Days in a Month; Days of the Week</li> <li>• Book: Mr. Romano's Secret: A Time Story</li> <li>• Calendar/Graph Weather</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>
<b>GEOGRAPHY</b>	
Construct and describe simple maps of the classroom or home (GK.KE.aa)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. <b>Resources:</b> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Children</li> </ul>
Engage in activities that build understanding of words for locations and direction (GK.KE.bb)	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul>
<b>ECONOMICS</b>	
Identify people's basic needs and explain how they fulfill them (GK.KE.dd)	<ul style="list-style-type: none"> <li>• Song: Food From Plants</li> <li>• Book: Everybody Needs to Eat</li> <li>• Water</li> </ul>
Identify buyers and sellers (GK.KE.ee)	<ul style="list-style-type: none"> <li>• Books: Follow the Apples; Bugs For Sale; Fudge For Sale</li> </ul>
Pretend to be a buyer or seller (GK.48-KE.cc)	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
Identify one or two workers, and their jobs in the community (GK.KE.ff)	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Trusted Adults</li> </ul>
<b>GOVERNMENT/POLITICAL SCIENCE</b>	
Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Play Ball; Bad News Shoes; The Little Red Hen; Half For Me and Half For You; My Reptile Hospital</li> </ul>

HAWAII STANDARDS	WATERFORD RESOURCES
<b>COMMUNITY AND CULTURE: COMMUNITY</b>	
Use self-identifying information (e.g. name, age) in situations outside the classroom (GK.KE.gg)	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>CULTURE</b>	
Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
<b>CREATIVE ARTS EXPRESSION AND REPRESENTATION: VISUAL</b>	
Describe texture, color, and shape in artwork (GK.KE.ii)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Explore a variety of age-appropriate materials and media to create two- and three-dimensional artwork (GK.KE.jj)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Express an opinion about a work of art (GK.KE.kk)	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Mama's Melody</li> <li>• Party Time</li> </ul>
Explore how color can convey mood and emotion (GK.KE.ll)	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>MUSICAL</b>	
Play instruments using different beats, tempos, dynamics, and interpretation (GK.KE.mm)	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others (GK.KE.nn)	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow) (GK.KE.oo)	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
Identify one source of music that can be heard in daily life (GK.KE.pp)	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program.
<b>MOVEMENT</b>	
Use body, energy, space, and time to move in a few different ways (GK.KE.qq)	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
Express self freely through movement (GK.KE.rr)	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>

HAWAII STANDARDS	WATERFORD RESOURCES
<b>MOVEMENT <i>continued</i></b>	
Create characters through physical movement, gesture, sound, speech, and facial expressions (GK.KE.ss)	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Hi! Notes</li> <li>• Role Play</li> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> </ul>
<b>DRAMATIC EXPRESSION</b>	
Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Develop audience skills by observing performances or artists at work in various aspects of the Arts (GK.KE.tt)	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>ENGLISH LANGUAGE ARTS AND LITERACY</b>	
<b>READING LITERATURE: KEY IDEAS AND DETAILS</b>	
Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Describe Characters</li> </ul>
With adult assistance, retell a simple story in sequence (LA.KE.g)	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> </ul>
Identify characters and recall major events in a story (LA.KE.i)	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Describe Characters</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> </ul>
<b>CRAFT AND STRUCTURE</b>	
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	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.
Begin to demonstrate an understanding of the differences between fantasy and reality (LA.KE.k)	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> </ul>
Know some features of a book (e.g. title, author, illustrator) (LA.KE.l)	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>

HAWAII STANDARDS	WATERFORD RESOURCES
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Picture Clues</li> </ul>
Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books (See titles at end of document.)</li> <li>• Peek at the Story</li> <li>• What Comes Next?</li> <li>• Picture Clues</li> </ul>
<b>READING INFORMATIONAL: KEY IDEAS AND DETAILS</b>	
Identify factual information and events during conversations with adult (LA.KE.o)	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Describe Characters</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> </ul>
<b>CRAFT AND STRUCTURE</b>	
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	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.
Know some features of a book (e.g. title, author, illustrator) (LA.KE.l)	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. <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> <li>• Picture Story</li> </ul>
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	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.
Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud (LA.KE.p)	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>

HAWAII STANDARDS	WATERFORD RESOURCES
<b>READING FOUNDATIONAL: PRINT CONCEPTS</b>	
Practice tracking from top to bottom and left to right with scaffolding (LA.KE.q)	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality Introduction</li> </ul>
Identify parts of a book (e.g. front cover, back cover, spine) (LA.KE.r)	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
Show understanding that sequence of letters represents a sequence of spoken sounds (e.g. asks how to spell a word) (LA.KE.s)	<ul style="list-style-type: none"> <li>• Letters Make Words</li> </ul>
With adult assistance, segment words in a simple sentence by clapping and naming number of words in a sentence (LA.KE.t)	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Sentences</li> </ul>
Recognize and name 10 upper- and lower-case letters (LA.KE.u)	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters (Alphabet Introduction)</li> <li>• Letter Pictures</li> <li>• Fast Letter Fun</li> </ul>
<b>PHONOLOGICAL AWARENESS</b>	
With adult assistance, generate rhyming words (LA.KE.v)	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>
With adult assistance, match the initial sound of spoken words (LA.KE.x)	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Read with Me Books (See titles at end of document.)</li> </ul>
<b>PHONICS AND WORD RECOGNITION</b>	
Associate three or more letters with their sounds (LA.KE.y)	<ul style="list-style-type: none"> <li>• Get Started With Sounds</li> <li>• Sound Songs</li> <li>• Mama Squirrel's Sound Song</li> <li>• Letter Sound</li> <li>• Sound Room</li> </ul>
Identify some letters in own name (LA.KE.z)	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Pictures</li> <li>• Fast Letter Fun</li> <li>• Name Game (What's Your Name?)</li> </ul>
Recognize and "read" familiar words or environmental print (LA.KE.aa)	<ul style="list-style-type: none"> <li>• Words In Your World</li> </ul>

HAWAII STANDARDS	WATERFORD RESOURCES
<b>FLUENCY</b>	
Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> <li>• Picture Story</li> </ul>
<b>WRITING: TEXT TYPES AND PURPOSES</b>	
Add detail to drawings and other products with simple descriptive words, letters or letter forms (LA.KE.bb)	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>
Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Tell detailed stories that refer to other times and places (LA.KE.dd)	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Begin to use sound spelling (e.g. uses initial sound of words to write words, writes several sounds heard in words) (LA.KE.ee)	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Blend Every Sound</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	<ul style="list-style-type: none"> <li>• 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</li> <li>• Science Investigation</li> </ul>
Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> </ul>
Recall three or four items removed from view (LA.KE.ff)	<ul style="list-style-type: none"> <li>• Memorization Skills</li> </ul>
<b>SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION</b>	
Listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.KE.gg)	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.

HAWAII STANDARDS	WATERFORD RESOURCES
<b>SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION</b> <i>continued</i>	
Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	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.
Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	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
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
Retell experiences in order, providing details (AL/LA.48-KE.e)	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> </ul>
Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Be understood by most adults and peers (LA.KE.hh)	Waterford introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly.
<b>LANGUAGE: CONVENTIONS OF STANDARD ENGLISH</b>	
When speaking: Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary) (LA.KE.ii)	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs; Adjectives Describe; More Than One; It Happened Yesterday</li> </ul>
When speaking: Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) (LA.KE.jj)	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> </ul>
When speaking: Begin to use sound spelling (e.g. uses initial sound of words to write words, write several sounds heard in words) (LA.KE.ee)	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Blend Every Sound</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	Waterford introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly.



HAWAII STANDARDS	WATERFORD RESOURCES
<b>VOCABULARY ACQUISITION AND USE</b>	
Describe and tell the use of many familiar items (LA.KE.kk)	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Vocabulary Introduction</li> <li>• Science Investigation</li> </ul>
With adult assistance, use word relationships to sort, classify, and serialize objects using attributes such as color, shape, or size (LA.KE.II)	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Savanna Size; Large, Larger, Largest</li> <li>• Book: Buttons, Buttons</li> <li>• Size</li> <li>• Order Size</li> <li>• Sort</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Vocabulary Introduction</li> </ul>
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	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.
Recall three or four items removed from view (LA.KE.ff)	<ul style="list-style-type: none"> <li>• Memorization Skills</li> </ul>
Describe and tell the use of many familiar items (LA.KE.kk)	<ul style="list-style-type: none"> <li>• Vocabulary Introduction</li> <li>• Look at Details</li> <li>• Science Investigation</li> </ul>



**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



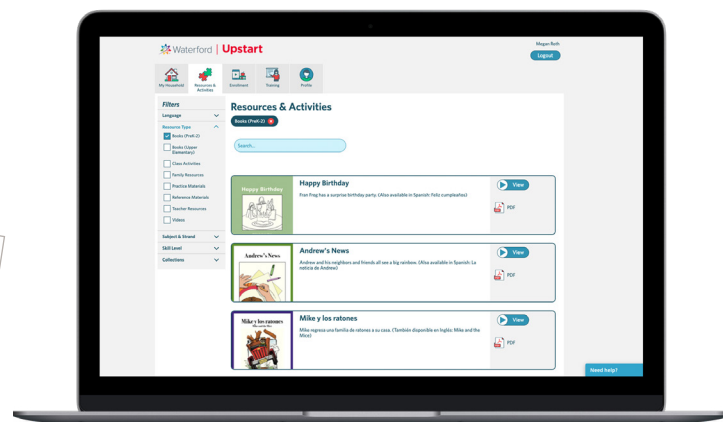
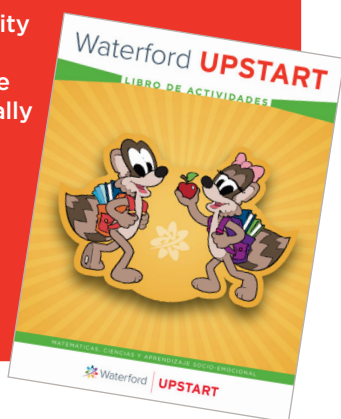
## FAMILY ENGAGEMENT

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, Goopy Mud; Fawn Eyes; Garden Visitors; Little Monkey; The Alligator in the Library; A Story in the Snow; Shell Houses; Lost Socks; Lumpy Mush; The Germs; The Swing; The Watermelon Seed; Moon Song; What Is a Cloud?; Legs; In the Rain; Moving Day; Seeing Fingers; Play Ball

### CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford.org is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.