

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Wyoming Early
Learning
Foundations
2013*

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WYOMING STANDARDS	WATERFORD RESOURCES
1. APPROACHES TO LEARNING	
INITIATIVE AND CURIOSITY: AN INTEREST IN VARIED ACTIVITIES, A DESIRE TO LEARN, CREATIVENESS, AND INDEPENDENCE IN LEARNING.	
Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities .	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.
Demonstrates eagerness to learn about and discuss a range of topics, ideas, and 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.
Asks questions and seeks new information.	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.
Explores things in the environment and tries to figure out how they work (e.g., how they can be combined, new uses, etc.).	<ul style="list-style-type: none"> • Science Investigation • Informational Books (See titles at end of document.) • Perfect Present • Magnets <p>Resources:</p> <ul style="list-style-type: none"> • How It Works
PERSISTENCE AND ATTENTION: THE ABILITY TO BEGIN AND FINISH ACTIVITIES WITH ATTENTION AND PERSISTENCE.	
When adults provide resources and activities that children are interested in and allow them to continue to stay involved in meaningful activities that they choose, children will stay interested and engaged for extended periods of time .	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Sets goals, develops and follows through on plans.	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.
Resists distractions, maintains attention, and continues the task at hand through frustrations and distractions.	Engaging activities in Waterford hold children’s attention and build persistence by providing visual clues when children need extra assistance to finish a task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
COOPERATION: AN INTEREST AND ENGAGEMENT IN GROUP EXPERIENCES.	
Plans, initiates, and completes learning activities with peers.	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.
Joins in cooperative play with others and invites others to play.	Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Models or teaches peers.	<ul style="list-style-type: none"> • You Be the Teacher • Boo Hoo Baby
Helps, shares, and cooperates in a group.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

WYOMING STANDARDS	WATERFORD RESOURCES
2. CREATIVE ARTS EXPRESSION	
MUSIC: THE USE OF VOICE AND INSTRUMENTS TO CREATE SOUNDS.	
Participates in music activities, such as listening, singing, or performing.	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.
Experiments with musical instruments.	<ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes • Animal Music Cards
CREATIVE MOVEMENT AND DANCE: THE USE OF THE BODY TO MOVE TO MUSIC AND EXPRESS ONESELF.	
Expresses what is felt and heard in various musical tempos and styles.	<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
Moves to different patterns of beat and rhythm in music.	<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
Uses creative movement to express concepts, ideas, or feelings.	<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
VISUAL ARTS: THE USE OF A RANGE OF MEDIA AND MATERIALS TO CREATE DRAWINGS, PICTURES, OR OTHER OBJECTS.	
Uses different materials and techniques to make art creations.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Creates artistic work that reflects thoughts, feelings, experiences, or knowledge.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Discusses one’s artistic creations and those of others.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
DRAMA: THE PORTRAYAL OF EVENT, CHARACTERS, OR STORIES THROUGH ACTING OR PUPPETS, USING PROPS AND LANGUAGE.	
Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.	<ul style="list-style-type: none"> • Papa’s Play • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?

WYOMING STANDARDS	WATERFORD RESOURCES
3. LANGUAGE DEVELOPMENT	
RECEPTIVE LANGUAGE: THE ABILITY TO UNDERSTAND OR COMPREHEND LANGUAGE.	
Responds to language during conversations, songs, stories, or other learning experiences.	Students continually follow instructions in order to complete activities in Waterford. Activities are interactive, requiring the student to listen carefully and respond promptly.
Follows one- and two-step directions.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often following one- and two-step directions.
Comprehends increasingly complex and varied vocabulary.	Online books include bold-faced vocabulary words. Students learn to select these words in a tutorial. When selected, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
Comprehends different forms of language, such as questions or exclamations.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks
EXPRESSIVE LANGUAGE: THE ABILITY TO USE ONE OR MORE LANGUAGES TO COMMUNICATE.	
Engages in communication and conversation with peers and adults.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
Uses increasingly complex and varied vocabulary to express ideas and needs.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.
Uses different forms of language such as questions, comments, or explanations.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks
Asks and answers questions in order to seek help, get information, or clarify something that is not understood.	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.
With guidance and support, uses the conventions of Standard English grammar when speaking.	Social-emotional videos model conversations and discussions between various characters that demonstrate the conventions of Standard English grammar, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.
Engages in storytelling by asking and answering questions about key details and requesting clarification.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Look at Details • What Comes Next? • Build Knowledge

WYOMING STANDARDS	WATERFORD RESOURCES
EXPRESSIVE LANGUAGE: THE ABILITY TO USE ONE OR MORE LANGUAGES TO COMMUNICATE <i>continued.</i>	
Identifies and applies meanings for familiar words.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.
Identifies real-life connections between words and their use.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.
4. LITERACY KNOWLEDGE AND SKILLS EARLY LEARNING FOUNDATIONS CORRESPONDING TO COMMON CORE STATE STANDARDS ENGLISH LANGUAGE ARTS (CCSS.ELA.K)	
BOOK APPRECIATION AND KNOWLEDGE: THE INTEREST IN BOOKS AND THEIR FEATURES, AND THE ABILITY TO UNDERSTAND AND GET MEANING FROM STORIES AND INFORMATION FROM BOOKS AND OTHER TEXTS.	
Shows an interest in shared reading experiences and looking at books independently .	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.)
Recognizes how books are read (front to back and one page at a time) and recognizes basic features of books such as title, author, and illustrator.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print. <ul style="list-style-type: none"> • Print Concepts • Print Directionality
Asks and answers questions and makes comments about printed materials.	<ul style="list-style-type: none"> • Ask a Question • Find an Answer • Sum Up: Five Ws • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
Shows interest in different kinds of literature--fiction, non-fiction, informational text, poetry--on a range of topics.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Traditional Tales • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.)

WYOMING STANDARDS	WATERFORD RESOURCES
BOOK APPRECIATION AND KNOWLEDGE: THE INTEREST IN BOOKS AND THEIR FEATURES, AND THE ABILITY TO UNDERSTAND AND GET MEANING FROM STORIES AND INFORMATION FROM BOOKS AND OTHER TEXTS <i>continued</i>.	
Retells stories or information from books through conversation, artistic works, creative movement, or drama.	<ul style="list-style-type: none"> • Sum Up: Remember Order • Sum Up: Five Ws • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.)
Relates content to real-life experience.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
Makes connections between illustrations and text.	<ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Story
PRINT CONCEPTS AND CONVENTIONS: THE CONCEPTS ABOUT PRINT AND EARLY DECODING (IDENTIFYING LETTER-SOUND RELATIONSHIPS).	
Recognizes print in everyday life, such as numbers, letters, the child’s name, words, and familiar logos and signs.	<ul style="list-style-type: none"> • Explain Numbers • Alphabet Introduction (Distinguish Letters) • Name Game (What’s Your Name?) • Words in Your World
Points to writing and asks what it says.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Words Tell About the Pictures • Picture Story
Pretends to read following English print conventions of reading left to right and top to bottom of page.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality
Can point to a word on a page in a book.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality
Recognizes the association between spoken or signed and written words and will ask an adult to write specific words.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Words Tell About the Pictures • Picture Story

WYOMING STANDARDS	WATERFORD RESOURCES
PHONOLOGICAL AWARENESS: AN AWARENESS THAT LANGUAGE CAN BE BROKEN INTO WORDS, SYLLABLES, AND SMALLER PIECES OF SOUND.	
<p>Identifies and discriminates between words in language, between separate syllables, and between sounds and phonemes, such as attention to the beginning and ending sounds of words.</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? • Rhyme • One Doesn't Rhyme • Syllables • Syllable Safari
ALPHABETICAL SKILLS: THE NAMES AND SOUNDS ASSOCIATED WITH LETTERS.	
<p>Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.</p>	<ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Letter Match (Alphabet Review) • Alphabet Introduction (Distinguish Letters) • Letter Checker • Fast Letter Fun • Find the Letter • Name That Letter • Name Game (What's Your Name?)
<p>Recognizes that letters have distinct sound(s) associated with them.</p>	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound
<p>Attends to the beginning letters and sounds in familiar words.</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound? • Name That Letter

WYOMING STANDARDS	WATERFORD RESOURCES
ALPHABETICAL SKILLS: THE NAMES AND SOUNDS ASSOCIATED WITH LETTERS <i>continued.</i>	
Identifies letters and associates correct sounds with letters.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Match (Alphabet Review) • Alphabet Introduction (Distinguish Letters) • Letter Checker • Fast Letter Fun • Name That Letter • Name Game (What's Your Name?) • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound?
Identifies name and familiar words (environmental print).	<ul style="list-style-type: none"> • Name Game (What's Your Name?) • Words in Your World • Power Words
EARLY WRITING: THE FAMILIARITY WITH WRITING TOOLS, CONVENTIONS, AND EMERGING SKILLS TO COMMUNICATE THROUGH WRITTEN REPRESENTATIONS, SYMBOLS, AND LETTERS.	
Experiments with writing tools and materials.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, hearing stories, or giving an opinion.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality Introduction
Uses scribbles, shapes, pictures, and letters or words.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing)
With guidance and support, uses a combination of drawing, dictating, or writing to express an opinion or tell a simple story.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing)
With guidance and support, participates in shared research and writing projects.	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.
5. LOGIC AND REASONING	
REASONING AND PROBLEM SOLVING: THE ABILITY TO RECOGNIZE, UNDERSTAND, AND ANALYZE A PROBLEM AND DRAW ON KNOWLEDGE OR EXPERIENCE TO SEEK SOLUTIONS TO A PROBLEM.	
Seeks multiple solutions to a question, task, or problem.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Recognizes cause-and-effect relationships.	<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



WYOMING STANDARDS	WATERFORD RESOURCES
REASONING AND PROBLEM SOLVING: THE ABILITY TO RECOGNIZE, UNDERSTAND, AND ANALYZE A PROBLEM AND DRAW ON KNOWLEDGE OR EXPERIENCE TO SEEK SOLUTIONS TO A PROBLEM <i>continued.</i>	
Classifies, compares, and contrasts objects, events, and experiences.	<ul style="list-style-type: none"> • Songs: The Scientific Method; Savanna Size; Large, Larger, Largest • Books: Mine; George and Jack • Make Comparisons • Science Investigation • Size • Big and Little • Heavy and Light • Tall and Short
Uses past knowledge to build new knowledge.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
SYMBOLIC REPRESENTATION: THE USE OF SYMBOLS OR OBJECTS TO REPRESENT SOMETHING ELSE.	
Represents people, places, or things through drawings, movement, and three-dimensional objects.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Engages in pretend play and acts out roles.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
Recognizes the difference between pretend or fantasy situations and reality.	<ul style="list-style-type: none"> • Real and Make-believe • Distinguish Between Fantasy and Reality <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
6. MATHEMATICS KNOWLEDGE AND SKILLS EARLY LEARNING FOUNDATIONS CORRESPONDING TO COMMON CORE STATE STANDARDS MATHEMATICS (CCSS.M.K)	
NUMBER CONCEPTS AND QUANTITIES: THE UNDERSTANDING THAT NUMBERS REPRESENT QUANTITIES AND HAVE ORDINAL PROPERTIES (NUMBER WORDS REPRESENT A RANK ORDER, PARTICULAR SIZE, OR POSITION IN A LIST).	
Recognizes numbers and quantities in the everyday environment.	<ul style="list-style-type: none"> • Number Books • Number Instruction • Counting Songs • Number Counting • Match Numbers • Make and Count Groups
Recites numbers in the correct order and understands that numbers come “before” or “after” one another.	<ul style="list-style-type: none"> • Number Books • Number Instruction • Order Numbers • Counting Songs • Number Counting • Make and Count Groups • Number Chart • Number Line

WYOMING STANDARDS	WATERFORD RESOURCES
NUMBER CONCEPTS AND QUANTITIES: THE UNDERSTANDING THAT NUMBERS REPRESENT QUANTITIES AND HAVE ORDINAL PROPERTIES (NUMBER WORDS REPRESENT A RANK ORDER, PARTICULAR SIZE, OR POSITION IN A LIST) <i>continued.</i>	
Associates quantities and the names of numbers with written numerals.	<ul style="list-style-type: none"> • Number Instruction • Number Books • Match Numbers
Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.	<ul style="list-style-type: none"> • One-to-one Correspondence • Moving Target (Dots) • Bug Bits
Uses the number name of the last object counted to represent the number of objects in the set.	<ul style="list-style-type: none"> • Number Books • Number Instruction • Counting Songs • Number Counting • Match Numbers • Make and Count Groups
NUMBER RELATIONS AND OPERATIONS: THE USE OF NUMBERS TO DESCRIBE RELATIONSHIPS AND SOLVE PROBLEMS.	
Uses a range of strategies, such as counting, subitizing (“seeing” how many objects without counting), or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as “more,” “less,” “greater than,” “fewer,” or “equal to”.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • One-to-one Correspondence • Moving Target (Dots) • Number Counting • Make and Count Groups • Match Numbers • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than
Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	<ul style="list-style-type: none"> • Songs: On the Bayou; Addition; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction
Identifies the number of items in a set that is created when items are combined or separated.	<ul style="list-style-type: none"> • Songs: On the Bayou; Addition; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction

WYOMING STANDARDS	WATERFORD RESOURCES
<p>GEOMETRY, PATTERNS, AND SPATIAL SENSE: THE UNDERSTANDING OF SHAPES, THEIR PROPERTIES, AND HOW OBJECTS ARE RELATED TO ONE ANOTHER. THE RECOGNITION OF PATTERNS, SEQUENCING, AND CRITICAL THINKING SKILLS NECESSARY TO PREDICT AND CLASSIFY OBJECTS IN A PATTERN.</p>	
<p>Recognizes and names common shapes--their parts and attributes.</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
<p>Combines and separates shapes to make other shapes.</p>	<ul style="list-style-type: none"> • Geoboard • Tangrams
<p>Compares objects in size and shape.</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Size • Order Size • Length • Heavy and Light • Tall and Short • Big and Little • Large Small Toys • Big Little Animals
<p>Can follow directions or name positions of objects, such as “up,” “down,” “in front,” “behind,” “between,” “next to,” and “under”.</p>	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last
<p>Sorts, classifies, and serializes (puts in a pattern) objects, such as by color, shape, and size.</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry; Train Station Patterns • Book: Buttons, Buttons • Sort • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Similar Figures • Patterns • Pattern: AB; ABB; ABC
<p>Recognizes, duplicates, and extends simple patterns.</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
<p>Creates patterns through the repetition of a unit.</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC

WYOMING STANDARDS	WATERFORD RESOURCES
MEASUREMENT AND COMPARISON: THE UNDERSTANDING OF ATTRIBUTES AND RELATIVE PROPERTIES OF OBJECTS AS RELATED TO SIZE, CAPACITY, AND AREA.	
Compares and describes objects using attributes of length, weight, and size (bigger, longer, taller, heavier).	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Let's Compare • Make Comparisons • Size • Length • Capacity • Big and Little • Heavy and Light • Tall and Short • Big Little Animals • Large Small Toys
Orders objects by size or length.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Make Comparisons • Size • Order Size • Big and Little • Heavy and Light • Tall and Short • Length
Uses nonstandard and standard techniques and tools to measure and compare.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Measurement Tools
Sorts objects by count (more or less).	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Sort • Make and Count Groups • More Than • Fewer Than • Greater Than, Less Than • More Than, Fewer Than
7. PHYSICAL DEVELOPMENT AND HEALTH	
PHYSICAL HEALTH STATUS: THE MAINTENANCE OF HEALTHY AGE-APPROPRIATE PHYSICAL WELL-BEING.	
Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.	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.
Participates in prevention and management of chronic health conditions and avoids toxins such as lead.	<ul style="list-style-type: none"> • Song: Health • Books: We All Exercise; The Germs • Germs • Avoid Germs and Prevent Illness • Exercise and Rest <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus

WYOMING STANDARDS	WATERFORD RESOURCES
PHYSICAL HEALTH STATUS: THE MAINTENANCE OF HEALTHY AGE-APPROPRIATE PHYSICAL WELL-BEING <i>continued</i>.	
Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height and age.	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.
Gets sufficient rest and exercise to support healthy development.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest
HEALTH KNOWLEDGE AND PRACTICE: THE UNDERSTANDING OF HEALTHY, SAFE HABITS AND PRACTICING HEALTHY HABITS.	
Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Communicates an understanding of the importance of health and safety routines and rules.	<ul style="list-style-type: none"> • Song: Health • Books: We All Exercise; The Germs • Germs • Avoid Germs and Prevent Illness • Exercise and Rest <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus
Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	<ul style="list-style-type: none"> • Song: Health • Books: We All Exercise; The Germs • Germs • Avoid Germs and Prevent Illness • Exercise and Rest <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus • Emergency Preparedness for Kids • Fire Safety for Kids
Distinguishes food on a continuum from most healthy to least healthy.	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
Eats a variety of nutritious foods.	<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 • Food Pictures (Healthy Eating)
Participates in structured and unstructured physical activities.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.

WYOMING STANDARDS	WATERFORD RESOURCES
HEALTH KNOWLEDGE AND PRACTICE: THE UNDERSTANDING OF HEALTHY, SAFE HABITS AND PRACTICING HEALTHY HABITS <i>continued.</i>	
Recognizes the importance of doctor and dentist visits.	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.
Cooperates during doctor and dentist visits and health and developmental screenings.	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.
GROSS MOTOR: THE CONTROL OF LARGE MUSCLES FOR MOVEMENT, NAVIGATION, AND BALANCE.	
Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.	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.
Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	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.
Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.	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.
FINE MOTOR: THE CONTROL OF SMALL MUSCLES FOR SUCH PURPOSES AS USING UTENSILS, SELF-CARE, BUILDING, AND EXPLORING.	
Uses hands to manipulate objects, fasteners, tools, and toys using a variety of grasps.	<ul style="list-style-type: none"> • The daily use of a touch pad or mouse helps develop eye–hand coordination.
Turns pages in a book.	<ul style="list-style-type: none"> • Print Directionality Introduction
Builds block towers and structures with a variety of materials.	<ul style="list-style-type: none"> • Soup’s On • Pretend Play
Manipulates writing, drawing, and art tools.	<ul style="list-style-type: none"> • Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
8. SCIENCE KNOWLEDGE AND SKILLS	
SCIENTIFIC SKILLS AND METHOD: THE SKILLS TO OBSERVE AND COLLECT INFORMATION AND USE IT TO ASK QUESTIONS, PREDICT, EXPLAIN, AND DRAW CONCLUSIONS.	
Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	<ul style="list-style-type: none"> • Song: Five Senses • Book: I Wish I Had Ears Like a Bat • Science Tools • Science Investigation • Sight • Hearing • Touch • Smell • Taste

WYOMING STANDARDS	WATERFORD RESOURCES
SCIENTIFIC SKILLS AND METHOD: THE SKILLS TO OBSERVE AND COLLECT INFORMATION AND USE IT TO ASK QUESTIONS, PREDICT, EXPLAIN, AND DRAW CONCLUSIONS <i>continued.</i>	
Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System
Collects, describes, and records information through discussions, drawings, maps, and charts.	<ul style="list-style-type: none"> • Books: Milton’s Mittens; One More Cat • Calendar/Graph Weather
Describes and discusses predictions, explanations, and generalizations based on past experience.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System
CONCEPTUAL KNOWLEDGE OF THE NATURAL AND PHYSICAL WORLD: THE ACQUISITION OF CONCEPTS AND FACTS RELATED TO THE NATURAL AND PHYSICAL WORLD AND THE UNDERSTANDING OF NATURALLY OCCURRING RELATIONSHIPS.	
Observes , describes, and discusses living things and natural processes.	<ul style="list-style-type: none"> • Songs: Living and Nonliving, Plants Are Growing, Food From Plants, Measuring Plants, Plant or Animal, Vertebrates, Birds, Fish, Invertebrates; Animal Bodies • Book: Guess What I Am; Everybody Needs to Eat; Animal Bodies • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates • Plants
Observes, describes, and discusses properties of materials and transformation of substances.	<ul style="list-style-type: none"> • Song: Solid or Liquid • Materials • Magnets • Solid and Liquid • Rocks

WYOMING STANDARDS	WATERFORD RESOURCES
CONCEPTUAL KNOWLEDGE OF THE NATURAL AND PHYSICAL WORLD: THE ACQUISITION OF CONCEPTS AND FACTS RELATED TO THE NATURAL AND PHYSICAL WORLD AND THE UNDERSTANDING OF NATURALLY OCCURRING RELATIONSHIPS <i>continued.</i>	
Begins to learn concepts related to: Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering/Technology/Applications of Science.	<ul style="list-style-type: none"> • Songs: The Scientific Method; Seasons; Solid or Liquid; Living and Nonliving; Push and Pull; Sound • Books: That’s What I Like: A Book About Seasons; Star Pictures; Where in the World Would You Go Today?; Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Push and Pull • Living and Nonliving • Plant or Animal • Spring • Summer • Fall • Winter • Environments • Sun • Moon • Constellations
9. SOCIAL AND EMOTIONAL DEVELOPMENT	
SOCIAL RELATIONSHIPS: THE HEALTHY RELATIONSHIPS AND INTERACTIONS WITH ADULTS AND PEERS.	
Communicates with familiar adults and accepts or requests guidance.	<ul style="list-style-type: none"> • It’s Not Fair! • Lost and Found • Do I Have To? • Squirrel’s Blocks • Lost Dinosaur
Cooperates with others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Develops friendships with peers.	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.
Establishes secure relationships with adults.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Uses socially appropriate behavior with peers and adults. Socially appropriate behavior in this age group means participating in activities that promote helping, sharing, and taking turns.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Resolves conflict with peers alone and/or with adult intervention as appropriate.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Uses word and actions to assert self in socially appropriate ways.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

WYOMING STANDARDS	WATERFORD RESOURCES
SOCIAL RELATIONSHIPS: THE HEALTHY RELATIONSHIPS AND INTERACTIONS WITH ADULTS AND PEERS <i>continued.</i>	
Recognizes and labels others' emotions.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Blocks • Musical Mayhem • Papa's Thumb • Noisy Children
Expresses empathy and sympathy to peers.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Blocks • Musical Mayhem
Recognizes how actions affect others and accepts consequences of one's actions.	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.
Demonstrate affection in socially appropriate ways by offering compliments, choosing to sit next to a peer, offering a toy, etc.	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.
SELF-CONCEPT AND SELF-EFFICACY: THE PERCEPTION THAT ONE IS CAPABLE OF SUCCESSFULLY MAKING DECISIONS, ACCOMPLISHING TASKS, AND MEETING GOALS.	
Identifies personal characteristics, preferences, thoughts, and feelings.	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Gooey Mud; I Hate Peas; Lumpy Mush; Bad News Shoes • Soup's On! • Do I Have To? • It's Not Fair!
Demonstrates age-appropriate independence in a range of activities, routines, and tasks.	<ul style="list-style-type: none"> • Books: My Super Sticky Sandwich; Photos For Phil • Perfect Present • Clubhouse • Mama's Melody • Dinner Time • The Picnic
Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on 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.
Demonstrates age-appropriate independence in decision making regarding activities and materials.	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.

WYOMING STANDARDS	WATERFORD RESOURCES
SELF-REGULATION: THE ABILITY TO RECOGNIZE AND REGULATE EMOTIONS, ATTENTION, IMPULSES, AND BEHAVIOR.	
Recognizes and labels emotions.	<ul style="list-style-type: none"> • Lost Dinosaur • Lost Keys • Papa’s Thumb • Squirrel’s Blocks • Baby’s Blocks • Boo Hoo Baby • Where’s Papa? • Lost and Found <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I’m Feeling • Emotion Cards
Handles impulses and behavior with minimal direction from adults.	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.”
Follows simple rules, routines, and directions.	Children follow routines independently as they progress through the Waterford sequence of activities. Students continually follow directions in order to complete activities that are interactive, requiring them to listen carefully and respond promptly.
Shifts attention between tasks and moves through transitions with minimal direction.	Children follow routines independently as they progress through the Waterford sequence of activities. <ul style="list-style-type: none"> • Soup’s On!
EMOTIONAL AND BEHAVIORAL HEALTH: A HEALTHY RANGE OF EMOTIONAL EXPRESSION AND LEARNING POSITIVE ALTERNATIVES TO AGGRESSIVE OR ISOLATING BEHAVIORS.	
Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	<ul style="list-style-type: none"> • Where’s Papa? • Soup’s On! • Lost and Found • It’s Not Fair! • Do I Have To? • Lost Dinosaur • Lost Keys • Squirrel’s Blocks <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I’m Feeling • Emotion Cards
Refrains from disruptive, aggressive, angry, or defiant behaviors.	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.”
Adapts to new environments with appropriate emotions and behaviors.	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.

WYOMING STANDARDS	WATERFORD RESOURCES
10. SOCIAL STUDIES KNOWLEDGE AND SKILLS	
SELF, FAMILY, AND COMMUNITY: THE UNDERSTANDING OF ONE’S RELATIONSHIP TO THE FAMILY AND COMMUNITY, ROLES IN THE FAMILY AND COMMUNITY, AND RESPECT FOR DIVERSITY.	
Identifies personal and family structure.	<ul style="list-style-type: none"> • Books: José Three; Mine • My Family
Identifies similarities and respects differences among people.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Recognizes a variety of jobs and the work associated with them.	<ul style="list-style-type: none"> • Books: Follow the Apples; Mr. Mario’s Neighborhood <p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • Trusted Adults
Explains (or tells) reasons for rules in the home and classroom and for laws in the community.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Describes or draws aspects of the geography of the classroom, home, and community.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City With Your Children
PEOPLE AND THE ENVIRONMENT: THE UNDERSTANDING OF THE RELATIONSHIP BETWEEN PEOPLE AND THE ENVIRONMENT IN WHICH THEY LIVE.	
Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City With Your Children
Recognizes that people share the environment with other people, animals, and plants.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Four Ecosystems; Conservation • Book: Where in the World Would You Go Today? • Ecosystems • Deserts • Oceans • Mountains • Rainforests • Wetlands • Prairies
Recognizes how people can take care of the environment through activities, such as recycling.	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water

WYOMING STANDARDS	WATERFORD RESOURCES
HISTORY AND EVENTS: THE UNDERSTANDING THAT EVENTS HAPPENED IN THE PAST AND HOW THESE EVENTS RELATE TO ONE’S SELF, FAMILY, AND COMMUNITY.	
Differentiates between past, present, and future.	<ul style="list-style-type: none"> • Book: I Can’t Wait • Today • Yesterday/Tomorrow
Recognizes events that happened in the past, such as family or personal history.	<ul style="list-style-type: none"> • Books: The Watermelon Seed; The Brothers; Mr. Lucky Straw
Identifies that how people live and what they do changes over time.	<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; That’s What I Like: A Book About Seasons • Spring • Summer • Fall • Winter



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

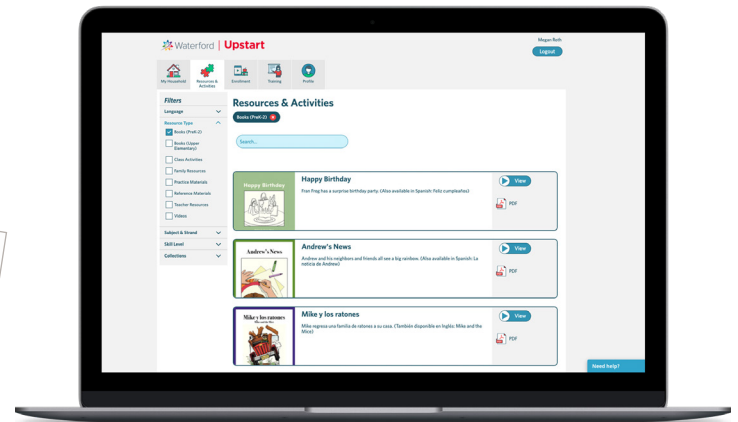
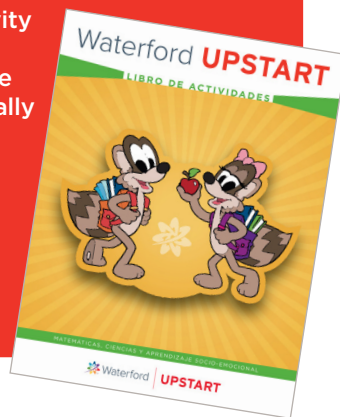
FAMILY ENGAGEMENT

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.