

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*West Virginia
Pre-K Standards
(Ages 3-5) 2019*

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WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
APPROACHES TO LEARNING	
EXECUTIVE FUNCTIONING AND COGNITIVE SELF-REGULATION	
SUSTAIN ATTENTION, IMPULSE CONTROL, FLEXIBILITY IN THINKING	
AL.PK.1 Illustrate increasing abilities in impulse control.	Waterford’s social-emotional video series, “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”
AL.PK.2 Demonstrate actions, words, and behaviors with increasing independence.	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.
INITIATIVE AND CURIOSITY	
INTEREST IN VARIED TOPICS AND EXPERIENCES, DESIRE TO LEARN, CREATIVENESS, AND INDEPENDENCE IN LEARNING	
AL.PK.3 Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	<ul style="list-style-type: none"> • Books: My Super Sticky Sandwich; My Reptile Hospital • Perfect Present • Soup’s On! • Mama’s Melody
AL.PK.4 Originate and combine ideas to learn and discuss a range of topics.	<ul style="list-style-type: none"> • Science Investigation • Informational Books (See titles at end of document.)
AL.PK.5 Inquire and investigate.	<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
PERSISTENCE AND ATTENTIVENESS	
ENGAGEMENT IN ACTIVITIES WITH PERSISTENCE AND ATTENTION	
AL.PK.6 Persist in completing tasks, activities, projects, and experiences.	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
AL.PK.7 Increase concentration over a reasonable amount of time despite distractions and interruptions.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.
AL.PK.8 Engage in project or activity over an extended period of time.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.
AL.PK.9 Continuously create, develop, and implement plans.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
AL.PK.10 Seek solutions to questions, tasks, or problems through trial and error.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
COOPERATION	
INTEREST AND ENGAGEMENT IN GROUP EXPERIENCES	
AL.PK.11 Initiate and engage in learning experiences and play 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.

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
INTEREST AND ENGAGEMENT IN GROUP EXPERIENCES <i>continued</i>	
AL.PK.12 Relate and share knowledge with peers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
AL.PK.13 Assemble and guide classroom activities.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
SOCIAL AND EMOTIONAL DEVELOPMENT	
SELF-CONCEPT	
DEVELOPMENT OF SELF-CONCEPT	
SE.PK.1 Describe themselves by using physical characteristics/traits (e.g., hair, body parts, and height).	<ul style="list-style-type: none"> • Books: Mine; George and Jack
SE.PK.2 Demonstrate growing confidence in their own developing skills and expresses pride in accomplishments.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody • Party Time! • Soup’s On!
SE.PK.3 Increase independence in a variety of activities, routines, and tasks.	Children follow routines independently as they progress through the Waterford sequence of activities.
DEVELOPMENT OF SELF-EXPRESSION AND SELF-AWARENESS	
SE.PK.4 Demonstrate progress in expressing needs, wants, and feelings.	<ul style="list-style-type: none"> • Do I Have To • It’s Not Fair • Soup’s On! • Lost and Found • Lost Dinosaur • Squirrel’s Blocks <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I’m Feeling • Emotion Cards
SE.PK.5 Express a broad range of emotions and recognize these emotions in self and others.	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Lost and Found • Lost Dinosaur • Squirrel’s Blocks • Baby’s Ball • Where’s Papa? • Boo Hoo Baby <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I’m Feeling • Emotion Cards
SE.PK.6 Respond appropriately to different social situations.	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.

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
SOCIAL RELATIONSHIPS	
DEVELOPMENT AND DEMONSTRATION OF PRO-SOCIAL BEHAVIORS	
SE.PK.7 Develop positive relationships with children and 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.
SE.PK.8 Show empathy and caring for others.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
SE.PK.9 Follow basic rules and routines.	Children follow routines independently as they progress through the Waterford sequence of activities.
SE.PK.10 Use materials purposefully, safely, and responsibly.	Social-emotional videos model positive, pro-social behaviors as children learn to care for the property of others as well as their own.
SE.PK.11 Develop and sustain friendships with peers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
SE.PK.12 Manage transitions and begin to adapt to changes in routines.	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.
COOPERATION	
SE.PK.13 Use communication skills to initiate or join classroom activities.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
SE.PK.14 Engage in cooperative play.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
SE.PK.15 Take turns with materials and during experiences.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
SE.PK.16 Use and accept negotiation, compromise, and discussion to resolve conflicts.	Waterford’s Social-emotional videos model problem solving strategies that include individual methods as well as seeking adult help.
SE.PK.17 Accept guidance and direction from a variety of familiar 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.
SE.PK.18 Participate in a variety of classroom activities and tasks.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
KNOWLEDGE OF FAMILY AND COMMUNITY	
PROGRESSION OF UNDERSTANDING OF THEIR ROLE IN THE FAMILY AND COMMUNITY	
SE.PK.19 Understand and describe the interactive roles and relationships among family members.	<ul style="list-style-type: none"> • Books: Mine; Play Ball; José Three • My Family • Boo Hoo Baby • Baby’s Ball • Dinner Time • The Picnic • Soup’s On!

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
PROGRESSION OF UNDERSTANDING OF THEIR ROLE IN THE FAMILY AND COMMUNITY <i>continued</i>	
SE.PK.20 Identify and describe roles of community members.	Resources: <ul style="list-style-type: none"> Community Helpers Trusted Adults
SE.PK.21 Understand similarities and respect differences among people (e.g., gender, race, special needs, culture, language, and family structure).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
SE.PK.22 Identify themselves as a member of groups within a community.	<ul style="list-style-type: none"> My Family Clubhouse Marmot's Basket
SE.PK.23 Identify and describe locations and places in their community.	Resources: <ul style="list-style-type: none"> Exploring Your Home City With Your Children
ENGLISH LANGUAGE ARTS	
EARLY LEARNING FOUNDATIONS	
FLUENCY	
ELA.PK.I Retell familiar stories from text with some accuracy and details.	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.) Look at Details Sum Up: Five Ws Sum Up: Remember Order
PHONICS AND WORD RECOGNITION (ELA.PK.II)	
Know the sounds associated with several letters.	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Name That Letter Sound Sound Room
Recognize their own name and words associated with environmental print.	<ul style="list-style-type: none"> Name Game (What's Your Name?) Words in Your World
HANDWRITING (ELA.PK.III)	
Use a pincer grip to hold and manipulate tools for writing, drawing, and painting.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Use scribbles, shapes, pictures and letters to represent objects, stories, experiences, or ideas.	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Pictures Letter Trace (Letter Picture Writing)
Attempt to independently write some familiar words.	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Trace (Letter Picture Writing) Name Game (What's Your Name?)
Write first name.	<ul style="list-style-type: none"> Name Game (What's Your Name?) Letter Trace (Letter Picture Writing)

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
PHONOLOGICAL AWARENESS (ELA.PK.IV)	
Identify sounds or spoken words in the environment.	<ul style="list-style-type: none"> • Get Started with Sounds • Letter Sound • Words in your World
Recognize and produce rhyming words.	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Sing a Rhyme Songs/Books (See titles at end of document.)
Separate words into syllables.	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Take Away Syllables
Replicate the beginning sound in a word.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound
PRINT CONCEPTS (ELA.PK.V)	
Show interest in shared reading and looking at books independently.	<ul style="list-style-type: none"> • Print Directionality Introduction • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
Demonstrate an understanding that writing conveys meaning.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures
Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message.	<p>Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. The lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality
Recognize that letters are grouped to form words and words are a unit of print.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words
Recognize and name some upper and lower case letters of the alphabet.	<ul style="list-style-type: none"> • Letter Pictures • Alphabet Introduction (Distinguish Letters) • ABC Songs • Name That Letter

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
READING	
KEY IDEAS AND DETAILS	
ELA.PK.1 With prompting and support, ask and answer questions about details in a literary text.	<ul style="list-style-type: none"> • Look at Details • Find an Answer • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up: Five Ws
ELA.PK.2 With prompting and support, retell stories in literary texts.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order • What Comes Next?
ELA.PK.3 With prompting and support, identify characters, events, and setting in a literary text.	<ul style="list-style-type: none"> • Sum Up: Five Ws • Describe Characters • Look at Details
ELA.PK.4 With prompting and support, ask and answer questions about details in an informational text.	<ul style="list-style-type: none"> • Informational Books • (See title at the end of document.) • Find an Answer
ELA.PK.5 With prompting and support, identify the main topic and retell details of an informational text.	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Look at Details
CRAFT AND STRUCTURE	
ELA.PK.7 With prompting and support, answer questions about unknown words in a literary text.	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.
ELA.PK.8 (Begins in kindergarten.)	
ELA.PK.9 With prompting and support, define the roles of author and illustrator in a literary text.	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.
ELA.PK.10 With prompting and support, ask questions about unknown words in an informational text.	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.
ELA.PK.11 With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back).	Prior to reading each online story, the front cover of the book is displayed on the screen. All books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions highlighting text to show the sequence of print.
ELA.PK.12 With prompting and support, define the roles of author and illustrator of an informational text.	<ul style="list-style-type: none"> • Print Directionality Introduction

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
INTEGRATION OF KNOWLEDGE AND IDEAS	
ELA.PK.13 With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	<ul style="list-style-type: none"> Words Tell About the Pictures
ELA.PK.14 With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children's own experiences.	<ul style="list-style-type: none"> Connect to Me Build Knowledge
ELA.PK.15 With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> Books: Sound; Treasures from the Loom; The Pizza Book
ELA.PK.16 (Begins in kindergarten.)	
ELA.PK.17 (Begins in kindergarten.)	
RANGE OF READING AND TEXT COMPLEXITY	
ELA.PK.18 (Begins in kindergarten.)	
ELA.PK.19 (Begins in kindergarten.)	
WRITING	
TEXT TYPES AND PURPOSES	
ELA.PK.20 With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book using discussion, experience, or texts.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
ELA.PK.21 With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic using discussion, experience, or texts.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
ELA.PK.22 With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
PRODUCTION AND DISTRIBUTION OF WRITING	
ELA.PK.25 With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
<p>ELA.PK.26 With guidance and support, participate in shared research and writing during play (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
<p>ELA.PK.27 With prompting and support, recall information from experiences to answer a question.</p>	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge
SPEAKING AND LISTENING	
COMPREHENSION AND COLLABORATION	
<p>ELA.PK.30 With prompting and support, participate in collaborative conversations about pre-k topics and texts with peers and adults through multiple exchanges.</p>	<p>Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.</p>
<p>ELA.PK.31 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details.</p>	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) • Look at Details • Sum Up: Five Ws • Find an Answer
<p>ELA.PK.32 With prompting and support, ask and answer questions in order to seek help and get information.</p>	<ul style="list-style-type: none"> • Peek at the Story • Find an Answer • Science Investigation
PRESENTATION OF KNOWLEDGE AND IDEAS	
<p>ELA.PK.33 Describe familiar people, places, things, and events.</p>	<ul style="list-style-type: none"> • Song: Adjectives Describe • Books: I Can't Wait <p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • Exploring Your Home City With Your Children
<p>ELA.PK.34 With prompting and support, add drawings or other visual displays to descriptions as desired to provide additional details (e.g., 2- or 3-dimensional artwork).</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>
<p>ELA.PK.35 Use non-verbal communication or spoken language to express ideas, needs, and feelings.</p>	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair • Soup's On! • Lost and Found • Lost Dinosaur • Squirrel's Blocks <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Emotion Cards

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH (ELA.PK.36)	
Communicate clearly enough to be understood by adults across a range of situations.	Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.
Pronunciation errors and grammatical errors are isolated and infrequent.	Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.
Show proficiency with prepositions, regular/irregular past tense, verb, possessives, and noun-verb agreement.	<ul style="list-style-type: none"> • Songs: Nouns; Preposition Ship; Verbs; It Happened Yesterday • Verbs • Nouns
Show an understanding of a variety of sentences.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
VOCABULARY ACQUISITION AND USE	
ELA.PK.40 With prompting and support, explore word categories and relationships among words.	<ul style="list-style-type: none"> • Vocabulary Introduction • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.)
Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms).	<ul style="list-style-type: none"> • Songs: Verbs; Adjectives Describe; Antonym Ant • Opposites • Verbs
Identify real-life connections between words and their meaning.	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.
Distinguish meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.	<ul style="list-style-type: none"> • Songs: Verbs • Verbs
ELA.PK.41 With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts.	All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.
MATHEMATICS	
COUNTING AND CARDINALITY	
NUMBER NAMES	
M.PK.1 Count in sequence to 10 and beyond.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction
M.PK.2 (BEGINS IN KINDERGARTEN.)	
M.PK.3 Begin to identify and write some numerals.	<ul style="list-style-type: none"> • Number Books • Explain Numbers • Number Instruction

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
COUNTING TO TELL THE NUMBER OF OBJECTS	
<p>M.PK.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Books • Number Instruction • Match Numbers • Make and Count Groups • One-to-One Correspondence • Bug Bits
<p>Use one-to-one correspondence to count objects and match groups to objects.</p>	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • Number Counting • One-to-One Correspondence • Match Numbers
<p>Match quantity with number symbols; given a number up to 10, counts out that many objects</p>	<ul style="list-style-type: none"> • Make and Count Groups • Counting Songs • Number Instruction • One-to-One Correspondence • Match Numbers
<p>Recognize quantity without counting up to five objects.</p>	<ul style="list-style-type: none"> • Bug Bits • Moving Target (Dots)
<p>M.PK.5 Count to answer, “how many?” questions up to 10 items.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Counting • One-to-One Correspondence • Make and Count Groups • Number Instruction • Bug Bits • Match Numbers
COMPARING AND ORDERING NUMBERS	
<p>M.PK.6 Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies).</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • Greater Than, Less Than • More Than • Fewer Than • Make and Count Groups
<p>M.PK.7 Identify first and last related to order or position.</p>	<ul style="list-style-type: none"> • Songs: Monster Trucks; Ordinals • Book: The Circus Came to Town • Order Numbers • First, Middle, Last

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
OPERATIONS AND ALGEBRAIC THINKING	
COMPOSING AND DECOMPOSING NUMBERS	
M.PK.8 Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	<ul style="list-style-type: none"> • Songs: Bakery Subtraction; Circus Subtraction; On the Bayou; Addition • Books: Five Delicious Muffins • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction
M.PK.9 (Begins in kindergarten.)	
M.PK.10 Identify parts in relationship to a whole.	<ul style="list-style-type: none"> • Song: Fractions • Book: Half for You and Half for Me • Equal Part Fractions
M.PK.11 Duplicate, create, and extend simple patterns using concrete objects.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
M.PK.12 (Begins in kindergarten.)	
NUMBER AND OPERATIONS IN BASE TEN	
WORK WITH NUMBERS 11-19 TO GAIN FOUNDATIONS FOR PLACE VALUE	
M.PK.13 (Begins in kindergarten.)	
MEASUREMENT AND DATA	
DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES	
M.PK.14 With prompting and support, identify measurable attributes of objects, such as length and/or weight.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity
M.PK.15 Represent and interpret data.	<ul style="list-style-type: none"> • Song: Graphing; Tallying • Books: Milton's Mittens; One More Cat • Calendar/Graph Weather
Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, long/short, big/little, light/heavy).	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than: Savanna Size • Book: For the Birds • Size • Heavy and Light • Big and Little • Tall and Short • Big Little Animals • Large Small Toys
Recognize and interpret information/symbols presented in tables and graphs.	<ul style="list-style-type: none"> • Songs: Graphing; Tallying • Books: One More Cat; Milton's Mittens • Calendar/Graph Weather • Observe a Simple System

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY	
<p>M.PK.16 Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects.</p>	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Size • Heavy and Light • Big and Little • Tall and Short • Big Little Animals • Large Small Toys
GEOMETRY	
IDENTIFY AND DESCRIBE SHAPES	
<p>M.PK.17 Describe objects in the environment.</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>Use the names of basic shapes.</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>Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind).</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 • Top, Beside, and Bottom • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last
<p>M.PK.18 Correctly name basic shapes regardless of their orientations or overall size.</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>M.PK.19 Sort two-and three-dimensional shapes and objects.</p>	<ul style="list-style-type: none"> • Song: Same and Different • Sort • Similar Figures

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES	
<p>M.PK.20 Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes</p>	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides; Same and Different • Book: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Similar Figures
<p>M.PK.21 Create and build shapes from components (e.g., sticks and clay balls).</p>	<ul style="list-style-type: none"> • Geoboard • Tangrams
<p>M.PK.22 With prompting and support, compose simple shapes to form larger shapes (e.g., “Can these two triangles, with full sides touching, join to make a rectangle?”)</p>	<ul style="list-style-type: none"> • Geoboard • Tangrams
SCIENCE	
SCIENCE AS INQUIRY	
FOUNDATIONAL KNOWLEDGE OF SCIENTIFIC INQUIRY	
<p>SC.PK.1 Ask questions that can be answered through active investigation.</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System
<p>SC.PK.2 Explore and discuss similarities and differences among objects and materials.</p>	<ul style="list-style-type: none"> • Song: Same and Different • Make Comparisons • Similar Figures • Materials • Magnets
<p>SC.PK.3 Investigate cause and effect relationships through exploration, manipulation and interaction with the environment (problem solving techniques).</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method; Push and Pull • Science Investigation • Science Tools • Observe a Simple System • Push and Pull • Magnets
<p>SC.PK.4 Make predictions and brainstorm solutions.</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools
UTILIZATION OF INQUIRY	
<p>SC.PK.5 Identify the five senses and use them to make observations.</p>	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Taste • Touch • Smell

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
UTILIZATION OF INQUIRY <i>continued</i>	
<p>SC.PK.6 Explore observational tools (e.g., magnifying glass, stethoscope) to extend the five senses.</p>	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Science Tools • Science Investigation • Sight • Hearing • Taste • Touch • Smell
<p>SC.PK.7 Engage in scientific talk by utilizing words (e.g., observe, compare, contrast, measure, reflect, predict, plan).</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Build Knowledge • Observe a Simple System
<p>SC.PK.8 Communicate results, solutions, and conclusions through a variety of methods(e.g., verbal or visual representation).</p>	<ul style="list-style-type: none"> • Science Investigation • Science Tools • Calendar/Graph Weather • Observe a Simple System
SCIENTIFIC KNOWLEDGE	
UNDERSTANDING THE LIVING AND PHYSICAL WORLD	
<p>SC.PK.K9 Explore and describe the natural environment verbally or through representation.</p>	<ul style="list-style-type: none"> • Song: Four Ecosystems • Book: Where In the World Would You Go Today? • Oceans • Rainforests • Deserts • Mountains • Ecosystems
<p>SC.PK.10 Explore and describe changes in materials and relationships (e.g., cause/effect, seasons, life cycles, etc.).</p>	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation; Plants Are Growing; Measuring Plants • Book: That’s What I Like: A Book About Seasons • Clouds • Spring • Summer • Fall • Winter • Mammals • Birds • Amphibians • Rocks • Observe a Simple System
<p>SC.PK.11 Communicate awareness that people can impact the environment in positive and negative ways.</p>	<ul style="list-style-type: none"> • Songs: Conservation; Pollution Rap • Pollution and Recycling • Care of Earth • Care of Water

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
HEALTH AND PHYSICAL DEVELOPMENT	
SAFETY PRACTICES	
PH.PK.1 Participate in safety stories, games, and drills (e.g., bus, fire, bike, and strangers).	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness • Germs <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
PH.PK.2 Recognize symbols indicating danger (e.g., STOP signs, Mr. Yuk sticker).	At the end of a session in Waterford, a narrated pop-up with a character holding a stop sign appears letting students know it is time to stop.
PH.PK.3 Respond appropriately to harmful and unsafe situations.	<p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
PH.PK.4 Follow classroom and community safety rules and routines (e.g., fire drills, bus rules, pedestrian safety).	<p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
PH.PK.5 With prompting and support, communicate an understanding of the importance of safety routines and rules.	<p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
HEALTH PRACTICES	
HEALTHY DEVELOPMENT	
PH.PK.6 Complete personal care tasks (e.g., dressing, brushing teeth, toileting, and washing hands) independently.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness • Teeth <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus
PH.PK.7 Participate in structured and unstructured physical activities in order to enhance fitness.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest
PH.PK.8 Communicate an understanding of the importance of healthy routines (e.g., appropriate times to wash hands).	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus
PH.PK.9 Demonstrate knowledge and skills that help promote nutritious food choices and eating habits (e.g., distinguish food as healthy or unhealthy; acknowledge moderation).	<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)

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
GROSS MOTOR	
GROSS MOTOR DEVELOPMENT	
PH.PK.10 Develop motor control for a range of physical activities (e.g., 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.
PH.PK.11 Develop motor coordination and skill in using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting a ball, 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.
PH.PK.12 Demonstrate increased balance (e.g., balance beam, riding equipment, and play structures).	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.
PH.PK.13 Demonstrate awareness of own body and other people’s space during interactions.	Resources: • Personal Space Circle
PH.PK.14 Move body in relation to objects to effectively perform tasks (e.g., kick a ball, pedal 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.
FINE MOTOR	
FINE MOTOR DEVELOPMENT	
PH.PK.15 Demonstrate increased ability, strength, dexterity, and control to manipulate and use tools (e.g., scissors, staplers, hammers, and eating utensils).	The daily use of a touch pad or mouse helps develop hand-eye coordination.
PH.PK.16 Demonstrate increased accuracy of eye-hand coordination and use of opposing hand movements (e.g., building with blocks, stringing with beads, cutting with scissors, and putting puzzles together).	The daily use of a touch pad or mouse helps develop hand-eye coordination.
PH.PK.17 Explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
PH.PK.18 Demonstrate increased ability with self-help skills (e.g., buttoning, zipping, and lacing).	The daily use of a touch pad or mouse helps develop hand-eye coordination.
THE ARTS	
MUSIC	
AR.PK.1 Participate in music activities (e.g., listening, singing, and finger plays).	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.
AR.PK.2 Create music through a variety of techniques and tools (e.g., clapping, playing musical instruments, and using items from nature to create a beat).	<ul style="list-style-type: none"> • Book: Movin’ to the Music Time Resources: <ul style="list-style-type: none"> • Hi! Notes

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
MUSIC <i>continued</i>	
AR.PK.3 Experiment with traditional and nontraditional musical instruments.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
AR.PK.4 Express what is felt and heard through musical elements (e.g., tempo and style).	<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
CREATIVE MOVEMENT	
AR.PK.5 Move 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
AR.PK.6 Use creative movement to express ideas or feelings and concepts.	<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	
AR.PK.7 Express thoughts and feelings through creative artwork (e.g., drawing, sculpting, and painting).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
AR.PK.8 Communicate ideas, experiences, and knowledge through creative artwork.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
AR.PK.9 Demonstrate a growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches • Party Time!
AR.PK.10 Describe one's own artwork.	<ul style="list-style-type: none"> • Squirrel's Sketches • Mama's Melody
AR.PK.11 Explore colors, textures, and techniques using different mediums (e.g., clay, natural materials, wood, sewing, digital graphics, and photography).	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Materials
DRAMATIC PLAY	
AR.PK.12 Participate in a variety of pretend play to explore various roles (e.g., family and community members in the dramatic play area, blocks, and outdoors).	<ul style="list-style-type: none"> • Papa's Play • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
AR.PK.13 Use dialogue, actions, and objects to tell a story and communicate ideas, feelings, experiences, and knowledge.	<ul style="list-style-type: none"> • Papa's Play • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play

WEST VIRGINIA STANDARDS	WATERFORD RESOURCES
DRAMATIC PLAY <i>continued</i>	
AR.PK.14 Show creativity through the use of materials in pretend play (e.g., costume pieces, props, puppets, and fabrics).	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
AR.PK.15 Utilize representation and symbolic play to extend play scenarios and create props for play (e.g., a block as a telephone or material as clothing).	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play



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

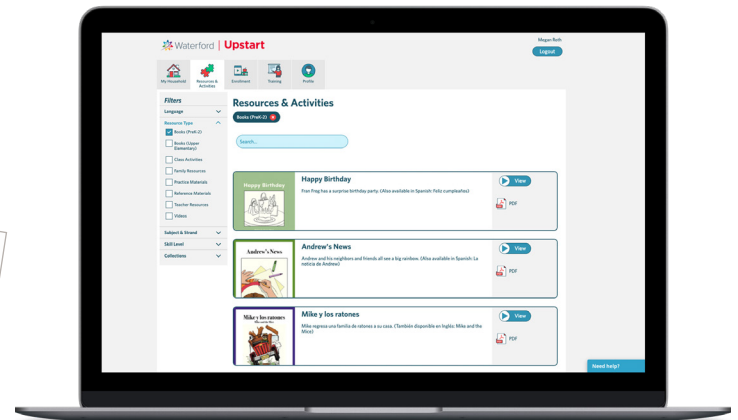
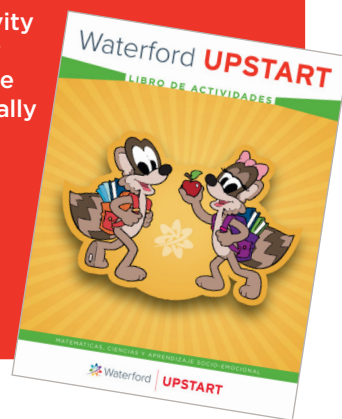
FAMILY ENGAGEMENT

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 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.