

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*Kansas Early  
Learning  
Standards 2013*

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KANSAS STANDARDS	WATERFORD RESOURCES
<b>APPROACHES TO LEARNING (ATL)</b>	
<b>ENGAGEMENT AND ATTENTION</b>	
ATL.p4.1: Sustains attention to task despite distractions.	Engaging activities in Waterford hold children’s attention as they concentrate on each task.
ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.	Waterford’s social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
<b>PERSISTENCE</b>	
ATL.p4.3: Stays with a task for at least five minutes.	Engaging activities in Waterford hold children’s attention as they concentrate on each task.
ATL.p4.4: Carries out tasks, activities, projects or experiences from beginning to end.	Waterford helps children build persistence by allowing them to select Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
ATL.p4.5: Remains focused on the task at hand even when frustrated or challenged.	Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task providing support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
<b>CURIOSITY AND INITIATIVE</b>	
ATL.p4.6: Seeks new and varied experiences and challenges through play	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>
ATL.p4.7: Chooses activities to do alone or with others.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> <li>• Squirrel’s Sketches</li> </ul>
ATL.p4.8: Invites other children to join groups or activities.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Come Inside</li> </ul>
ATL.p4.9: Makes and follows plans for games or activities with other children.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>SENSE OF COMPETENCE</b>	
ATL.p4.10: Shows pride in family composition; recognizes self as important to family and friends.	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Name Is Squirrel</li> <li>• My Family</li> </ul>
ATL.p4.11: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
ATL.p4.12: Associates emotions with words and facial expressions.	<ul style="list-style-type: none"> <li>• Marmot’s Basket</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Soup’s On!</li> <li>• Boo Hoo Baby</li> </ul>

KANSAS STANDARDS	WATERFORD RESOURCES
<b>PROBLEM SOLVING</b>	
ATL.p4.13: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
ATL.p4.14: Can delay gratification for better payoff later; anticipates consequences of own behavior.	<ul style="list-style-type: none"> <li>• Dinner Time</li> <li>• The Picnic</li> <li>• Baby’s Ball</li> <li>• Broken Lamp</li> </ul>
ATL.p4.15: Understands what is real and what is ‘make-believe’.	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> </ul>
<b>CREATIVITY AND FLEXIBILITY</b>	
ATL.p4.16: Invents new activities through play	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
ATL.p4.17: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
ATL.p4.18: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>PHYSICAL HEALTH AND DEVELOPMENT (PHD)</b>	
<b>LARGE MOTOR SKILLS</b>	
PHD.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment).	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.
PHD.p4.2: Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).	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.
PHD.p4.3: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
<b>FINE MOTOR SKILLS</b>	
PHD.p4.4: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).	The daily use of a touch pad or mouse helps develop dexterity and eye-hand coordination.

KANSAS STANDARDS	WATERFORD RESOURCES
<b>PHYSICAL FITNESS</b>	
PHD.p4.5: Participates in active play exhibiting strength and stamina	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
<b>NUTRITION/HEALTHY EATING</b>	
PHD.p4.6: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures (Healthy Eating)</li> </ul>
PHD.p4.7: Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development.
<b>PERSONAL HYGIENE</b>	
PHD.p4.8: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing).	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rubric</li> </ul>
PHD.p4.9: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	<ul style="list-style-type: none"> <li>• Teeth</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Health</li> <li>• Monkey Mouth</li> </ul>
<b>SAFETY</b>	
PHD.p4.10: Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first).	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
PHD.p4.11: Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill).	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
PHD.p4.12: Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Trusted Adults</li> </ul>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>	
<b>FOUNDATIONS OF CHARACTER DEVELOPMENT</b>	
<b>DEVELOP, IMPLEMENT, PROMOTE, AND MODEL CORE ETHICAL AND PERFORMANCE PRINCIPLES.</b>	
SED.CD.p4.1: Responds appropriately to positive and negative feedback from adults most of the time	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

KANSAS STANDARDS	WATERFORD RESOURCES
<b>CREATE A CARING COMMUNITY BY CONSIDERING IT A HIGH PRIORITY TO FOSTER CARING ATTACHMENTS BETWEEN FELLOW STUDENTS, STAFF, AND THE COMMUNITY.</b>	
SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>CREATE A CARING COMMUNITY BY DEMONSTRATING MUTUAL RESPECT AND UTILIZING STRATEGIES TO BUILD A SAFE AND PRODUCTIVE CULTURE.</b>	
SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> <li>• Papa's Thumb</li> </ul>
<b>CREATE A CARING COMMUNITY BY TAKING STEPS TO PREVENT PEER CRUELTY AND VIOLENCE AND DEALING WITH IT EFFECTIVELY WHEN IT OCCURS WHETHER DIGITALLY, VERBALLY, PHYSICALLY AND/OR RELATIONALLY.</b>	
SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>CONSIDER MULTIPLE FACTORS IN DECISION-MAKING INCLUDING ETHICAL AND SAFETY FACTORS, PERSONAL AND COMMUNITY RESPONSIBILITIES, AND SHORT-TERM AND LONG-TERM GOALS.</b>	
SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>ORGANIZE PERSONAL TIME AND MANAGING PERSONAL RESPONSIBILITIES EFFECTIVELY.</b>	
SED.R.p4.2: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>PLAY A DEVELOPMENTALLY APPROPRIATE ROLE IN CLASSROOM MANAGEMENT AND SCHOOL GOVERNANCE.</b>	
SED.R.p4.3: Demonstrates confidence by participating in most classroom activities.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
SED.R.p4.4: Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
SED.R.p4.5: Works with others as part of a team, make decisions with other children, with adult assistance.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.

KANSAS STANDARDS	WATERFORD RESOURCES
<b>DEVELOP, IMPLEMENT, AND MODEL EFFECTIVE PROBLEM SOLVING SKILLS.</b>	
SED.R.p4.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance 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”.
SED.R.p4.7: Attempts to solve social problems independently, by negotiation or with adult assistance.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>SELF-AWARENESS</b>	
<b>UNDERSTAND AND ANALYZE THOUGHTS AND EMOTIONS.</b>	
SED.PD.p4.1: Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support.	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Squirrel’s Blocks</li> <li>• Lost and Found</li> <li>• Noisy Children</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Feelings Posters</li> <li>• Guess How I’m Feeling</li> <li>• Emotion Cards</li> </ul>
SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.	Social-emotional video series, “I Can Calm Down”, models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose”.
<b>IDENTIFY AND ASSESS PERSONAL QUALITIES AND EXTERNAL SUPPORTS</b>	
SED.PD.p4.3: Describes characteristics of self and others.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Grandpa’s Great Athlete</li> </ul>
SED.PD.p4.4: States more complex personal information (e.g., names of family members, names of neighbors).	<ul style="list-style-type: none"> <li>• Books: Mine; José Three</li> <li>• My Family</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Children</li> </ul>
<b>SELF-MANAGEMENT</b>	
<b>UNDERSTAND AND PRACTICE STRATEGIES FOR MANAGING THOUGHTS AND BEHAVIORS</b>	
SED.PD.p4.5: Expresses preferences in a socially acceptable way a majority of the time.	<ul style="list-style-type: none"> <li>• Books: Ooey, Goey Mud; I Hate Peas; Lumpy Mush; Bad News Shoes</li> </ul>
SED.PD.p3.6: Develops strategies to express strong emotion and calm self, with adult help.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel’s Blocks</li> <li>• Lost Keys</li> <li>• Lost Dinosaur</li> </ul>
<b>REFLECT ON PERSPECTIVES AND EMOTIONAL RESPONSES</b>	
SED.PD.p4.7: Recognizes and accurately describes own feelings a majority of the time.	<ul style="list-style-type: none"> <li>• Lost Dinosaur</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> </ul>

KANSAS STANDARDS	WATERFORD RESOURCES
<b>SET, MONITOR, ADAPT, AND EVALUATE GOALS TO ACHIEVE SUCCESS IN SCHOOL AND LIFE</b>	
SED.PD.p4.8: Demonstrates age appropriate independence in decision-making regarding activities and materials.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>SOCIAL AWARENESS</b>	
<b>DEMONSTRATE AWARENESS OF THE THOUGHTS, FEELINGS, AND PERSPECTIVE OF OTHERS</b>	
SED.SD.p4.1: Demonstrates an understanding of and responds to needs of others and people in distress.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> <li>• Musical Mayhem</li> <li>• Papa’s Thumb</li> </ul>
SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	Social-emotional video series, “I Can Calm Down”, models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose”.
<b>DEMONSTRATE AWARENESS OF CULTURAL ISSUES AND A RESPECT FOR HUMAN DIGNITY AND DIFFERENCES</b>	
SED.SD.p4.3: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	<ul style="list-style-type: none"> <li>• Books: In the Rain; Seeing Fingers; Noise? What Noise?; José Three; My Super Sticky Sandwich; David Next Door; Tortillas, Tortillas; The Story Cloth; Duc Tho Le’s Birthday Present; Treasures From the Loom</li> </ul>
SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>INTERPERSONAL SKILLS</b>	
<b>DEMONSTRATE COMMUNICATION AND SOCIAL SKILLS TO INTERACT EFFECTIVELY</b>	
SED.SD.p4.5: Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
SED.SD.p4.6: Participates in conversational turn taking by listening and responding to what was said.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
SED.SD.p4.8: Invites other children to join groups or activities.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>
<b>DEVELOP AND MAINTAIN POSITIVE RELATIONSHIPS</b>	
SED.SD.p4.9: Develops friendships with one or two preferred peers.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	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”.



KANSAS STANDARDS	WATERFORD RESOURCES
<b>DEVELOP AND MAINTAIN POSITIVE RELATIONSHIPS</b> <i>continued</i>	
SED.SD.p4.11: Adjusts behavior to different settings (e.g., “inside voice”).	Social-emotional video series, “I Can Calm Down”, models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose”.
<b>DEMONSTRATE AN ABILITY TO PREVENT, MANAGE, AND RESOLVE INTERPERSONAL CONFLICTS</b>	
SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>COMMUNICATIONS AND LITERACY STANDARDS (CL)</b>	
<b>LITERATURE</b>	
<b>KEY IDEAS AND DETAILS</b>	
CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• Look at Details</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Look at Details</li> <li>• Sum Up: Five Ws</li> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<b>CRAFT AND STRUCTURE</b>	
CL.L.p4.4: Asks and answers questions about unknown words in a 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.

KANSAS STANDARDS	WATERFORD RESOURCES
<b>CRAFT AND STRUCTURE</b> <i>continued</i>	
CL.L.p4.5: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>
CL.L.p4.6: With prompting and support, can describe the role of an author and an illustrator.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> <li>• Picture Story</li> <li>• Peek at the Story</li> </ul>
CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> </ul>
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
CL.L.p4.9: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>
<b>INFORMATIONAL TEXT</b>	
<b>KEY IDEAS AND DETAILS</b>	
CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Find an Answer</li> </ul>
CL.IT.p4.2: With prompting and support, retells key details of a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Picture Clues</li> <li>• Look at Details</li> </ul>
CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>
<b>CRAFT AND STRUCTURE</b>	
CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a 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.

KANSAS STANDARDS	WATERFORD RESOURCES
<b>CRAFT AND STRUCTURE</b> <i>continued</i>	
CL.IT.p4.5: Identifies the front cover, back cover and title page of a book.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
CL.IT.P6: With prompting and support describes the role of an author and an illustrator.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Words Tell About the Pictures</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text.	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
CL.IT.p4.9: With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	<ul style="list-style-type: none"> <li>• Books: Fawn Eyes and I Wish I Had Ears Like a Bat; Seeing Fingers and Noise? What Noise?; Creepy Crawlers and Garden Visitors</li> </ul>
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>
<b>FOUNDATIONAL SKILLS</b>	
<b>PRINT CONCEPTS</b>	
CL.F.p4.1: Demonstrates understanding of the organization and basic features of print.	All on-line books and text within the software illustrate left-to right, top-to-bottom, return sweep, and letter spacing motion. Lessons highlight text for the learner which helps show the sequence of print.
CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>
CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letter.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Picture Story</li> </ul>
CL.F.p4.1c: Recognizes that letters are grouped to form words.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Picture Story</li> </ul>

KANSAS STANDARDS	WATERFORD RESOURCES
<b>PRINT CONCEPTS</b> <i>continued</i>	
CL.F.p4.1d: Recognizes and names some upper- and lowercase letters in addition to those in first name.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game (What's Your Name?)</li> </ul>
<b>PHONOLOGICAL AWARENESS</b>	
CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Syllables</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> </ul>
CL.F.p4.2a: Recognizes and produces rhyming words.	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
CL.F.p4.2b: Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Take Away Syllables</li> </ul>
CL.F.p4.2c: With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+og/ = dog).	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• Phoneme Segmentation</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
CL.F.p4.2d: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words (e.g., cat starts with /c/).	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
<b>PHONICS AND WORD RECOGNITION</b>	
CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words.	<ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Blend Every Sound</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>

KANSAS STANDARDS	WATERFORD RESOURCES
<b>PHONICS AND WORD RECOGNITION</b> <i>continued</i>	
CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> </ul>
CL.F.p4.3b: Identifies own name in print.	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> </ul>
CL.F.p4.3c: Recognizes and “reads” familiar words or environmental print.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Picture Story</li> <li>• Words in Your World</li> <li>• Power Words</li> </ul>
<b>WRITING</b>	
<b>TEXT TYPES AND PURPOSES</b>	
CL.W.p4.1: Uses a combination of drawing, dictating, or emergent writing to express thoughts and ideas.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
CL.W.p4.2: Recognizably writes a majority of the letters in their name.	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What's Your Name?)</li> </ul>
CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letters Make Words</li> </ul>
CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
CL.W.p4.5: Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Find an Answer</li> <li>• Build Knowledge</li> <li>• Step Into the Story</li> </ul>

KANSAS STANDARDS	WATERFORD RESOURCES
<b>SPEAKING AND LISTENING</b>	
<b>COMPREHENSION AND COLLABORATION</b>	
CL.SL.p4.1: Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
CL.SL.p4.1a: Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate grammar and conversation rules as characters develop ideas and communicate in complete sentences.
CL.SL.p4.1b. Continues a conversation through multiple exchanges, staying on topic.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
CL.SL.p4.2: Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> <li>• Ask a Question</li> <li>• Look at Details</li> <li>• Sum Up: Five Ws</li> <li>• Describe Characters</li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
CL.SI.p4.3: Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/ after) concepts to describe familiar people, places, things and events.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Look at Details</li> </ul>
CL.SL.p4.4: Able to tell another person about what they have drawn.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.	Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.
<b>LANGUAGE STANDARDS</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.	Social-emotional videos model conversations and discussions between various characters that demonstrate the conventions of standard English grammar as they communicate in complete sentences.
CL.LS.p4.1a: Prints some upper and lower-case letters (e.g., letters in their name).	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Similarities and Differences in Letters</li> </ul>

KANSAS STANDARDS	WATERFORD RESOURCES
<b>CONVENTIONS OF STANDARD ENGLISH <i>continued</i></b>	
CL.LS.p4.1b: Uses frequently occurring nouns and verbs.	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs</li> <li>• Nouns</li> <li>• Verbs</li> </ul>
CL.LS.p4.1c: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One</li> <li>• Plural Nouns</li> </ul>
CL.LS.p4.1d: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> </ul>
CL.LS.p4.1e: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>
CL.LS.p4.1f: Produces complete sentences in shared language activities.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Mama Squirrel’s Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> </ul>
<b>VOCABULARY ACQUISITION AND USE</b>	
CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison)	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.
CL.LS.p4.4: With guidance and support, explores word relationships and nuances in word meanings.	<ul style="list-style-type: none"> <li>• Song: Verbs</li> <li>• Make Comparisons</li> </ul>
CL.LS.p4.4a: Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).	<ul style="list-style-type: none"> <li>• Song: Verbs</li> <li>• Book: Opposites</li> <li>• Opposites</li> </ul>
CL.LS.p4.4b: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	<ul style="list-style-type: none"> <li>• Song: Verbs</li> </ul>
CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and 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.

KANSAS STANDARDS	WATERFORD RESOURCES
<b>MATHEMATICS (M)</b>	
<b>COUNTING AND CARDINALITY</b>	
<b>KNOW NUMBER NAMES AND THE COUNT SEQUENCE</b>	
M.CC.p4.1: Counts in sequence to 30.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> </ul>
M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	<ul style="list-style-type: none"> <li>• Math Books</li> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> <li>• One-to-One Correspondence</li> </ul>
M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	<ul style="list-style-type: none"> <li>• Song: Counting On</li> <li>• Count On</li> </ul>
<b>COUNT TO TELL THE NUMBER OF OBJECTS</b>	
M.CC.p4.4: Understands the relationship between numbers and quantities to 10; connect counting to cardinality.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• One-to-One Correspondence</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>
M.CC.p4.4a: Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table).	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• One-to-One Correspondence</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>
M.CC.p4.4b1: Understands that the last number name said tells the numbers of objects counted (cardinality).	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• One-to-One Correspondence</li> </ul>
M.CC.p4.4b2: Understands that the number of objects remains the same regardless of the order in which the objects were counted.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• One-to-One Correspondence</li> </ul>



KANSAS STANDARDS	WATERFORD RESOURCES
<b>COUNT TO TELL THE NUMBER OF OBJECTS</b> <i>continued</i>	
M.CC.p4.4c: Demonstrates an understanding that each successive number name refers to a quantity that is one larger.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• One-to-One Correspondence</li> </ul>
M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Math Books</li> <li>• Make and Count Groups</li> <li>• Number Counting</li> <li>• Order Numbers</li> <li>• Number Instruction</li> <li>• Number Practice</li> <li>• Match Numbers</li> <li>• Bug Bits</li> <li>• One-to-One Correspondence</li> </ul>
<b>COMPARE NUMBERS</b>	
M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies (e.g., compares the number of letters in their friend’s names and indicates who has more or less)	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Make and Count Groups</li> </ul>
M.CC.p4.7: Perceptually subitizes to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items).	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> </ul>
M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).	<ul style="list-style-type: none"> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>
<b>OPERATIONS AND ALGEBRAIC THINKING</b>	
<b>UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM</b>	
M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).	<ul style="list-style-type: none"> <li>• Songs: Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>

KANSAS STANDARDS	WATERFORD RESOURCES
<b>UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM <i>continued</i></b>	
<p>M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.</p>	<ul style="list-style-type: none"> <li>• Songs: Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
<p>M.OA.p4.3: Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100's chart).</p>	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns; Counting On</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> <li>• Count On by 1</li> <li>• Number Chart</li> </ul>
<b>MEASUREMENT AND DATA</b>	
<b>DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES</b>	
<p>M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).</p>	<ul style="list-style-type: none"> <li>• Songs: Savanna Size, Measuring Plants</li> <li>• Capacity</li> <li>• Length</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Size</li> <li>• Big Little Animals</li> <li>• Large Small Toys</li> </ul>
<p>M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more of”/ “less of” the attribute (e.g., compare the heights of two children and describe one child as taller or shorter).</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Make Comparisons</li> <li>• Length</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> </ul>
<b>CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY</b>	
<p>M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than; All Sorts of Laundry</li> <li>• Books: For the Birds; Buttons, Buttons</li> <li>• Make and Count Groups</li> <li>• Make Comparisons</li> <li>• Sort</li> </ul>
<p>M.MD.p4.4: Collects data by categories to answer simple questions.</p>	<ul style="list-style-type: none"> <li>• Books: Milton's Mittens; One More Cat</li> <li>• Calendar/Graph Weather</li> </ul>

KANSAS STANDARDS	WATERFORD RESOURCES
<b>GEOMETRY</b>	
<b>IDENTIFY AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, CUBES, CONES, CYLINDERS AND SPHERES)</b>	
<p>M.G.p4.1: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).</p>	<ul style="list-style-type: none"> <li>• Songs: Positioning; Kites; Get Over the Bugs; Shapes, Shapes, Shapes; Up in the Air</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul>
<p>M.G.p4.2: Correctly name shapes regardless of their orientations or overall size.</p>	<ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> </ul>
<b>ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES</b>	
<p>M.G.p4.3: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>	<ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> </ul>
<p>M.G.p4.4: Creates shapes during play by building, drawing, etc.</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<p>M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.</p>	<ul style="list-style-type: none"> <li>• Tangrams</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Shape Puzzles</li> </ul>
<b>SCIENCE (S)</b>	
<b>MOTION &amp; STABILITY: FORCES &amp; INTERACTIONS</b>	
<p>S.p4.1: Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines).</p>	<ul style="list-style-type: none"> <li>• Songs: Push and Pull; Gravity</li> <li>• Books: How Did the Chicken Cross the Road?; Up and Down</li> <li>• Push and Pull</li> <li>• Magnets</li> </ul>
<p>S.p4.2: Recognizes and describes the effect of his/her own actions on objects.</p>	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Push and Pull</li> <li>• Magnets</li> </ul>

KANSAS STANDARDS	WATERFORD RESOURCES
<b>ENERGY</b>	
S.p4.3: Demonstrates an understanding that the sun provides light and warmth.	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> <li>• Sun</li> </ul>
<b>FROM MOLECULES TO ORGANISMS: STRUCTURES &amp; PROCESSES</b>	
S.p4.4: Asks /answers questions about objects, organisms and events in their environments.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>
S.p4.5: Understands and is able to explain why plants and animals need air, food and water.	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Plants; Water</li> <li>• Books: Mela’s Water Pot; Everybody Needs to Eat</li> <li>• Plants</li> <li>• Water</li> <li>• Food From Plants</li> </ul>
<b>EARTH’S SYSTEMS</b>	
S.p4.6: Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy).	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Seasons</li> <li>• Books: Whatever the Weather; That’s What I Like: A Book About Seasons</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
S.p4.7: Observes and explains how plants and animals respond to changes in the environment and in seasons.	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
S.p4.8: Understands: (1) how actions people take may change the environment and (2) the impact actions have an on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>
<b>EARTH &amp; HUMAN ACTIVITY</b>	
S.p4.9: Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).	<ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Rainforests</li> </ul>
S.p4.10: Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for lumber to build a shelter, water for drinking).	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Food From Plants</li> <li>• Natural Resources</li> </ul>
S.p4.11: Demonstrates an understanding that different weather conditions require different clothing/accessories (e.g., boots, mittens, rain coat).	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Book: Whatever the Weather</li> </ul>

KANSAS STANDARDS	WATERFORD RESOURCES
<b>EARTH &amp; HUMAN ACTIVITY</b> <i>continued</i>	
S.p4.12: Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>
<b>SOCIAL STUDIES (SS)</b>	
<b>GOVERNMENT</b>	
SS.p4.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Trusted Adults</li> </ul>
<b>ECONOMICS</b>	
SS.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited ( e.g., offers to take turns with scissors when only one pair is available).	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.	<ul style="list-style-type: none"> <li>• Books: Bugs For Sale; Follow the Apples</li> </ul>
<b>GEOGRAPHY</b>	
SS.p4.4: Identifies and correctly uses terms related to location, direction and distance (e.g., up/ down, here/there).	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• First, Middle, Last</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> </ul>
SS.p4.5: Creates simple “maps” or drawings of familiar places.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
SS.p4.6: Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Children</li> </ul>
SS.p4.7: Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts verses mittens, swimsuit verses heavy coat).	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Books: Whatever the Weather; That’s What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
SS.p4.8: With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> </ul>

KANSAS STANDARDS	WATERFORD RESOURCES
<b>KANSAS, UNITED STATES, &amp; WORLD HISTORY</b>	
SS.p4.9 Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Rusty and Rosy Coloring Pages</li> <li>• Holiday Coloring Pages</li> </ul>
SS.p4.10: Names city and state where he/she lives.	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Children</li> </ul>
SS.p4.11: Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).	<ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>
<b>CREATIVE ARTS (CA)</b>	
<b>DANCE</b>	
CA.p4.1: Physical: CA.p4.1a: Explores one body part in conjunction with other body parts, balance on one foot.	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.
CA.p4.1b: Skips, slides, leaps.	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.
CA.p4.2: Responding: CA.p4.2a: Dances to music with varying tempos.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
CA.p4.2b: Creates simple rhythm patterns and is able to repeat them.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
CA.p4.2c: Moves through combinations of pathways, straight, zigzag, diagonal, curve.	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.
CA.p4.2d: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	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.
CA.p4.3: Creating: CA.p4.3a: Creates movement based on imagery from pictures, books or other ideas.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Picture Books</li> </ul>
CA.p4.3b: Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
CA.p4.4: Understanding: CA.p4.4a: Able to listen and carry out instruction.	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.

KANSAS STANDARDS	WATERFORD RESOURCES
<b>DANCE</b> <i>continued</i>	
CA.p4.4b: Able to create movement and discovery.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
<b>MUSIC</b>	
CA.p4.5: Physical: CA.p4.5a: Participates in more complex songs and involves physical movement - finger plays, chants, etc.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
CA.p4.6: Responding: CA.p4.6a: Demonstrates movement without prompting: march, hop, tiptoe, skip.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
CA.p4.6b: Vocally repeats a note pattern using an 8 note scale.	Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program. Children are often asked to sing along.
CA.p4.7: Creating: CA.p4.7a: Creates own songs and movements, includes musical instruments.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
CA.p4.7b: Vocalizes and uses instruments in more complex music/ songs.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
CA.p4.8: Understanding: CA.p4.8a: Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
CA.p4.8b: Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
<b>ACTING/THEATER</b>	
CA.P4:9: Physical: CA.p4.9a: Takes a role in acting out a story.	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
CA.p4.9b: Creates dialogue specific to a type of character.	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
CA.p4.10: Responding: CA.p4.10a: Anticipates story plot and structure of story.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• What Comes Next?</li> </ul>
CA.p4.10b: Assumes roles in dramatic play situations.	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>

KANSAS STANDARDS	WATERFORD RESOURCES
<b>ACTING/THEATER</b> <i>continued</i>	
CA.p4.10c: Interacts with others in listening and responding in dramatic role.	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
CA.p4.10d: Demonstrates feelings with body and voice.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
CA.p4.11: Creating: CA.p4.11a: Dictates a story.	<p>Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.</p>
CA.p4.11b: Repeats dialogue and movement to tell a story.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
CA.p4.11c: Creates roles for self and others in dramatic play situations using body and dialogue.	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
CA.p4.11d: Uses costumes to create character with dialogue.	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
CA.p4.11e: Creates and executes complicated plot with conflict and resolution verbally and physically.	<p>Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>
CA.p4.11f: Uses props/objects in creative ways to promote and create story.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
CA.p4.12: Understanding: CA.p4.12a: Retells stories.	<ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Sum Up: Remember Order</li> </ul>
CA.p4.12b: Uses imagination to create dramatic roles.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
CA.p4.12c: Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals).	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
CA.p4.12d: Critiques drama experiences and find meaning/moral in story.	<p>Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.</p>



KANSAS STANDARDS	WATERFORD RESOURCES
<b>VISUAL ARTS</b>	
CA.p4.13: Physical: CA.p4.13a: Uses a variety of materials to create art.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
CA.p4.13b: Shows skill with scissors.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
CA.p4.14: Responding: CA.p4.14a: Recognizes and describes various art forms - sculpture, painting, printing.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>
CA.p4.14b: Drawings suggest real life.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
CA.p4.14c: Drawings becoming better defined, more detail.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
CA.p4.15: Creating: CA.p4.15a: Tells stories/works out problems with drawings.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
CA.p4.15b: Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
CA.p4.16: Understanding: CA.p4.16a: Demonstrates understanding of art vocabulary and concepts.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>
CA.p4.16b: Discusses own artistic creations and those of others.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> </ul>



**PRE-READING**

**Sing a Rhyme Songs & Books**

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

**Informational Books**

Opposites, Pairs, Watch the Woolly Worm

**Read with Me Books**

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

**Decodable Books**

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

**BASIC READING**

**Traditional Tales**

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

**Informational Books**

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

**Readable Books (Read or Record)**

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

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

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



## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

### Readable Books (Record, Read, Listen)

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

### Sentence Dictation Titles

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



## PRE-MATH & SCIENCE

### Math Books

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

### Science Books

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

### Counting Songs

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

### Number Songs

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

## BASIC MATH & SCIENCE

### Math & Science Books

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

## FLUENT MATH & SCIENCE

### Math & Science Books

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

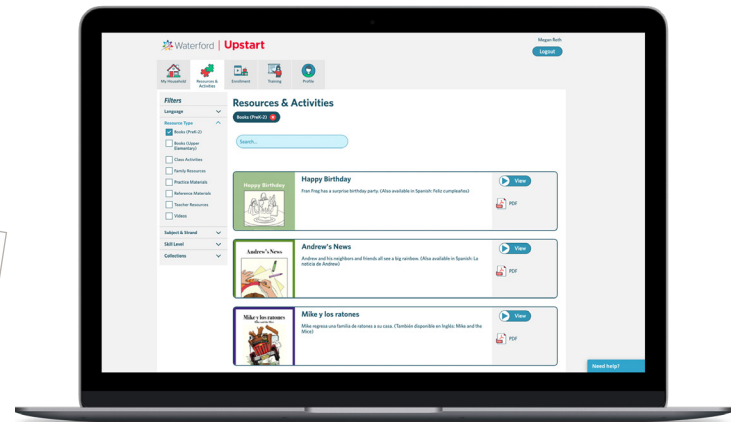
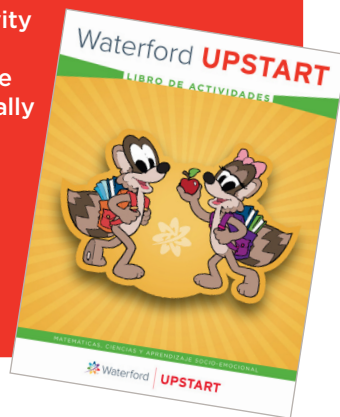
## FAMILY ENGAGEMENT

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

### WATERFORD UPSTART

Waterford Upstart 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.