

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*Nebraska's Birth  
to Five Learning  
and Development  
Standards 2018*

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NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>SOCIAL &amp; EMOTIONAL</b>	
<b>SELF CONCEPT</b>	
<b>SE.01: DEVELOPS SELF-AWARENESS AND SENSE OF SELF</b>	
Expresses individuality by making independent decisions	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.
Expresses ideas for activities and initiates discussions	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.
Actively engages in activities and interactions with adults and 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.
Discusses their own actions and effort	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.
Uses positive words to describe self	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.
Contributes to group discussions expressing own thoughts and ideas	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>SELF CONTROL</b>	
<b>SE.02: MANAGES EMOTIONS WITH INCREASING INDEPENDENCE</b>	
Empathizes with feelings of others (e.g., tries to comfort a sad friend)	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> </ul>
Describes emotions to trusted adult and peers	<ul style="list-style-type: none"> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</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> <li>• Trusted Adults</li> </ul>
Manages impulses and feelings (e.g., takes three deep breaths, uses calming words, pulls self out of play to go to "safe spot" to relax, uses expressive activities)	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."
Transitions between tasks with minimal direction from adults	Children follow routines independently as they progress through the Waterford sequence of activities.
Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Participates in daily routine without being asked	Children follow routines independently as they progress through the Waterford sequence of activities.

NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>COOPERATION AND PROSOCIAL BEHAVIOR</b>	
SE.03: DEVELOPS FOUNDATIONAL SKILLS TO SUPPORT COOPERATION AND PROSOCIAL BEHAVIOR	
Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Recognizes how actions affect others and accepts consequences for own actions	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Broken Lamp</li> </ul>
Engages in cooperative group play	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Accepts guidance and direction from a variety of familiar adults	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.
Follows basic rules and routines for play and group participation	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 RELATIONSHIPS</b>	
SE.04: SHOWS INTEREST IN, INTERACTS WITH, AND DEVELOPS PERSONAL RELATIONSHIPS WITH OTHERS	
Develops close friendships with one or two children as well as plays with many children	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Notices who is absent from circle time and asks about it, showing concern for others	<ul style="list-style-type: none"> <li>• Look at Details</li> <li>• Memorization Skills</li> </ul>
Initiates conversations with adults and other children	Social-emotional videos model conversations and discussions initiated by various characters.
Accepts and requests guidance from adults	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Where's Papa?</li> <li>• Find Me!</li> <li>• Lost Dinosaur</li> <li>• Squirrel's Blocks</li> <li>• It's Not Fair!</li> </ul>
Knows how to join a group of playing 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.
Engages in sustained periods of cooperative play	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>KNOWLEDGE OF FAMILIES AND COMMUNITIES</b>	
SE.05: DEVELOPS A SENSE OF BELONGING TO FAMILY, COMMUNITY, AND OTHER PEOPLE	
Recognizes a variety of jobs and the work associated with them	<ul style="list-style-type: none"> <li>• Books: Follow the Apples; Mr. Mario's Neighborhood</li> </ul>
Sometimes recognizes other children's family members (e.g., who they are, where they work)	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.

NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>SE.05: DEVELOPS A SENSE OF BELONGING TO FAMILY, COMMUNITY, AND OTHER PEOPLE</b> <i>continued</i>	
Identifies self as being a part of different groups e.g., (family, community, culture, preschool)	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.
Understands that events in the past, present, or future relate to, and can change self, family, and community	<ul style="list-style-type: none"> <li>Books: The Watermelon Seed; The Brothers; Mr. Lucky Straw; I Can't Wait</li> </ul>
<b>APPROACHES TO LEARNING</b>	
<b>INITIATIVE AND CURIOSITY</b>	
<b>AL.01: DEVELOPS FOUNDATIONAL SKILLS THAT SUPPORT INITIATIVE, SELF-DIRECTION, AND CURIOSITY AS A LEARNER</b>	
Alters behavior with verbal reminder or nonverbal signal from adult	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.
Follows and responds positively to directions from adult (e.g., gets and brings carpet square to meeting area for story 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.
Accepts suggestions from other children during play	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Notices new displays and materials and discusses them with the adult	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.
Offers or accepts assistance from other children when help is needed	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>SENSORY EXPLORATION, REASONING, AND PROBLEM SOLVING</b>	
<b>AL.02: DEMONSTRATE ACTIVE INQUIRY, PERSISTENCE, PROBLEM IDENTIFICATION, AND APPLICATION OF KNOWLEDGE TO NEW SITUATIONS</b>	
Uses symbols/images/objects to represent something not present	<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>
Constructs a bridge or other structure with blocks using past experiences as a guide	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.
Recalls and reflects on experiences and information, and interprets or draws conclusions based on the information (e.g., tells teacher during clean up at school about matching spoons at home after washing dishes)	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.
Asks what would happen if materials were added or taken away during activities or exploration (e.g., asks, "What would happen to a floating boat if objects were added to the deck?")	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.

NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>HEALTH AND PHYSICAL DEVELOPMENT</b>	
<b>FINE (SMALL) MOTOR SKILLS</b>	
<b>HP.01: USES FINGER AND HAND CONTROL TO OPERATE AND USE SMALL OBJECTS DEMONSTRATING FINE MOTOR COORDINATION</b>	
Uses scissors to cut out shapes with moderate levels of precision and control	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Draws letter like forms	<ul style="list-style-type: none"> <li>• Dot's, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
Zips and snaps clothing to dress self	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Uses tripod grasp to hold and manipulate writing and art tools	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Uses coordinated movements to complete complex tasks such as cutting along a line, pouring, or buttoning	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
<b>GROSS (LARGE) MOTOR SKILLS</b>	
<b>HP.02: CHILD DEMONSTRATES EFFECTIVE AND EFFICIENT USE OF LARGE MUSCLES FOR MOVEMENT, POSITION, AND TO EXPLORE THE ENVIRONMENT</b>	
Jumps on two feet over small objects with some control	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.
Jumps for distance and/or height	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.
Combines large muscle movements with equipment (e.g., swinging, using a slide, riding a tricycle, or bouncing a ball)	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.
Engages in activities that involve climbing, swinging, rolling, spinning, jumping, tumbling, or being upside down	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.
Walks up and down stairs using alternating feet	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.
Pedals consistently when 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.
Starts and stops a tricycle intentionally	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.

NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>HEALTH AND SAFETY PRACTICES</b>	
<b>HP.03: CHILD DEVELOPS AN AWARENESS AND UNDERSTANDING OF HEALTH, PHYSICAL ACTIVITY, AND SAFETY</b>	
Recognizes danger and poison symbols and avoids those objects/areas	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.
Recognizes the importance of doctor and dentist visits as a necessary and positive experience	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.
Cooperates and participates in care for illness (e.g., takes medicine with adult assistance, understands importance of taking each dose, uses tissue to blow nose)	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.
Understands and explains that some practices may be personally dangerous (e.g., playing near streets and/or ditches, smoking, playing with matches or lighters)	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.
Identifies adults that can help in dangerous situations (e.g., parents, teachers, police officers)	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Trusted Adults</li> <li>• Community Helpers</li> </ul>
Recognizes personal privacy in relation to their body	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.
Exhibits independence in toileting and other personal care tasks, such as teeth brushing, washing hands, blowing nose, dressing	<ul style="list-style-type: none"> <li>• Teeth</li> </ul> <p><b>Resources:</b> Learning Together: Health</p>
<b>NUTRITION</b>	
<b>HP.04: DEVELOPS HEALTHY EATING HABITS AND EXHIBITS INCREASING INDEPENDENCE IN EATING ABILITIES</b>	
Accepts a wider variety of foods with various textures and flavors	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> <li>• Dinner Time</li> <li>• The Picnic</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>
Displays greater accuracy with utensils, such as fork use and spreading soft foods with a knife	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Identifies food sources and is able to distinguish more or less healthy foods	<ul style="list-style-type: none"> <li>• Songs: Health; Food From Plants</li> <li>• Book: Follow the Apples</li> <li>• Food From Plants</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>

NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>HP.04: DEVELOPS HEALTHY EATING HABITS AND EXHIBITS INCREASING INDEPENDENCE IN EATING ABILITIES <i>continued</i></b>	
Develops understanding that eating healthy foods is important and they give them the energy to grow, think, and play	<ul style="list-style-type: none"> <li>• Songs: Health; Food From Plants</li> <li>• Book: Follow the Apples</li> <li>• Food From Plants</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>
States food preferences, but is willing to try most new foods	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Lumpy Mush</li> </ul>
Able to provide simple explanations for their own and/or others' food allergies	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>LANGUAGE AND LITERACY DEVELOPMENT</b>	
<b>LISTENING AND UNDERSTANDING</b>	
<b>LL.01: DEMONSTRATES CONTINUAL GROWTH IN UNDERSTANDING INCREASINGLY COMPLEX AND VARIED VOCABULARY</b>	
Retells 2-3 key events from a well-known story	<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> </ul>
Demonstrates understanding of home and/or English languages during social interactions, program directions, and activities	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
Understands increasingly complex sentences that include multiple concepts	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
<b>SPEAKING AND COMMUNICATING</b>	
<b>LL.02: DEVELOPS FOUNDATIONAL SKILLS TO COMMUNICATE EFFECTIVELY FOR A VARIETY OF PURPOSES</b>	
Attempts to independently solve problems through communicating with other children	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Follows agreed upon rules for discussions	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Understands and uses most question words	<ul style="list-style-type: none"> <li>• Books: Who Is at the Door?; What Is It?</li> <li>• Sum Up: Five Ws</li> </ul>
Uses many frequently occurring prepositions	<ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>
Begins to use new words and phrases acquired through conversations and exposures 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.
Uses increasingly longer and more complex sentences to communicate ideas	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Vocabulary</li> <li>• Build Knowledge</li> </ul>



NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>LL.02: DEVELOPS FOUNDATIONAL SKILLS TO COMMUNICATE EFFECTIVELY FOR A VARIETY OF PURPOSES</b> <i>continued</i>	
Changes word tense to indicate time	<ul style="list-style-type: none"> <li>• Song: It Happened Yesterday</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>
Uses language to share ideas and gain information	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.
Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing)	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.
Maintains a topic of conversation through multiple exchanges	Social-emotional videos model conversations and discussions between various characters as they listen to each other and develop ideas.
<b>PHONOLOGICAL AWARENESS</b>	
<b>LL.03: DEMONSTRATES KNOWLEDGE OF PHONOLOGICAL AWARENESS</b>	
Makes rhymes to simple words	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> </ul>
Demonstrates phonemic awareness by playing with sounds to create new words	<ul style="list-style-type: none"> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> <li>• Barnyard Bash</li> </ul>
Able to distinguish and count syllables in words	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> </ul>
Isolates the initial sound in some words	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
Produces rhyming words or words that have same initial sound	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
Progresses in listening and telling differences in phonemes	<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> </ul>
Isolates beginning and ending sounds of printed or spoken words	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> </ul>

NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>BOOK KNOWLEDGE AND APPRECIATION</b>	
<b>LL.04: DEMONSTRATES INTEREST IN AND APPRECIATION OF READING RELATED ACTIVITIES</b>	
Utilizes books as a source of information	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Print Directionality Introduction</li> </ul>
Identifies main components of a story (major plot points)	<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: Five Ws</li> <li>• Describe Characters</li> </ul>
Asks people to read stories, signs, or notes	<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> </ul>
Knows how to care for books	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
Shows knowledge of basic print conventions when “reading” picture books	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Picture Story</li> <li>• Sing a Rhyme Song/Books (See titles at end of document.)</li> </ul>
Pretends to read book titles/simple stories	<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 (See titles at end of document.)</li> <li>• Picture Story</li> </ul>
Knows specific words related to books such as author and illustrator	<p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
<b>PRINT AWARENESS AND EARLY WRITING</b>	
<b>LL.05: CONVEYS MEANING THROUGH DRAWING, LETTERS, AND WORDS</b>	
Recognizes writing as a way of communicating for a variety of purposes (e.g., giving information, sharing stories, or giving an opinion)	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Words Tell About the Pictures</li> <li>• Picture Story</li> </ul>
Identifies some letters and numbers and progresses in the identification of letters	<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>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game (What’s Your Name?)</li> <li>• Number Instruction</li> </ul>

NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>LL.05: CONVEYS MEANING THROUGH DRAWING, LETTERS, AND WORDS</b> <i>continued</i>	
Uses pretend writing in play as a purposeful activity	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Recognizes and/or writes own name on artwork or possessions	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
Progressively uses drawing, scribbling, letter-like form, and letters to intentionally convey meaning	<ul style="list-style-type: none"> <li>• Dot's, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
Recognizes that letters of the alphabet have distinct sound(s) associated with them	<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>
Attends to the beginning letters in sounds and words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
Recognizably writes a majority of letters in their name	<ul style="list-style-type: none"> <li>• Name Game (What's Your Name?)</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
Copies environmental print from signs/labels posted around room	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Makes some letter-sound connections (e.g., identifies letters and associates the correct sounds with 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>
May use invented spelling consisting of salient or beginning sounds to write words (e.g., B for ball or L for elevator)	<ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
<b>MATHEMATICS</b>	
<b>NUMBER AND OPERATIONS</b>	
<b>M.01: DEMONSTRATES AWARENESS OF QUANTITY, COUNTING, AND NUMERIC COMPETENCIES</b>	
Begins to subitize small quantities of up to 3 or 4 objects	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> </ul>
Counts verbally or signs to 20 by ones	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul>

NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>M.01: DEMONSTRATES AWARENESS OF QUANTITY, COUNTING, AND NUMERIC COMPETENCIES</b> <i>continued</i>	
Knows that written numbers are symbols for number quantities and, with support, begins to write numbers from 0 to 10	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> </ul>
Understands cardinality	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> </ul>
Begins to represent simple word problem data in pictures and drawings	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
<b>GEOMETRY AND SPATIAL SENSE</b>	
<b>M.02: DEVELOPS UNDERSTANDING OF GEOMETRIC SHAPES AND SPATIAL RELATIONSHIPS</b>	
Uses accurate terms to name and describe some two-dimensional shapes (e.g., circle, square, triangle) and begins to use accurate terms to name and describe some three-dimensional shapes (e.g., sphere, cylinder, cube)	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Shapes, Shapes, Shapes; Marmot Shapes</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Make Comparisons</li> <li>• Similar Figures</li> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
Creates and builds shapes from components	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<b>PATTERNS AND MEASUREMENT</b>	
<b>M.03: DEMONSTRATES AWARENESS OF ROUTINES, PREDICTABLE PATTERNS, AND ATTRIBUTES THAT CAN BE MEASURED</b>	
Compares (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes	<ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Savanna Size; Large, Larger, Largest</li> <li>• Make Comparisons</li> <li>• Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Capacity</li> </ul>

NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>M.03: DEMONSTRATES AWARENESS OF ROUTINES, PREDICTABLE PATTERNS, AND ATTRIBUTES THAT CAN BE MEASURED</b> <i>continued</i>	
Uses comparative language (e.g., shortest, heaviest, biggest)	<ul style="list-style-type: none"> <li>• Songs: Large, Larger, Largest; Let's Compare</li> <li>• Make Comparisons</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Order Size</li> </ul>
Uses strategies to determine measurable attributes	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Make Comparisons</li> <li>• Measurement Tools</li> </ul>
Recognizes/identifies patterns in the environment	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
Completes (i.e., fill in missing part) or extend (i.e., continue) given repeating patterns	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Pattern: AB; ABB; ABC</li> <li>• Patterns</li> </ul>
Completes or extends patterns without adult assistance	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Pattern: AB; ABB; ABC</li> <li>• Patterns</li> </ul>
Begins to create and describe own patterns	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
Begins to translate patterns through other representations (e.g., connects "tall/short" fence pattern to another AB pattern in the classroom)	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
<b>DATA ANALYSIS</b>	
<b>M.04: DEVELOPS FOUNDATIONAL SKILLS IN LEARNING TO UNDERSTAND CONCEPTS OF CLASSIFICATION, DATA COLLECTION, ORGANIZATION AND DESCRIPTION</b>	
Engages in tasks that involves collecting information and creating a strategy to show the data (e.g., Adult asks group of children their favorite color, graphing responses - 5 like orange, 3 like purple)	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Books: Milton's Mittens; One More Cat; Buttons, Buttons</li> <li>• Calendar/Graph Weather</li> </ul>
Participates in group tasks that involve identifying which graph represents "more" or "less" or "the same"	<ul style="list-style-type: none"> <li>• Calendar/Graph Weather</li> </ul>
Makes inferences from graphic examples (e.g., Most of us like red apples, no one likes green apples.)	<ul style="list-style-type: none"> <li>• Song: Tallying</li> <li>• Book: One More Cat</li> <li>• Calendar/Graph Weather</li> </ul>
Draws simple maps of the learning environment, neighborhood, or other relevant places	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.

NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>SCIENCE</b>	
<b>SCIENTIFIC KNOWLEDGE</b>	
<b>S.01: DEMONSTRATES A BASIC AWARENESS AND USE OF SCIENTIFIC CONCEPTS</b>	
Shows interest in measurement of time, length, distance, weight	<ul style="list-style-type: none"> <li>• Songs: Clock Hands; Measuring Plants</li> <li>• Book: How Long Is a Minute?</li> <li>• Length</li> <li>• Capacity</li> <li>• Tell Time</li> </ul>
Describes observable phenomena using adjectives and labels	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: That's What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Weather</li> </ul>
Uses scientific practice words (e.g., observe, experiment, compare)	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Measuring Plants</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
Uses scientific content words (e.g., some plants are comprised of stems, roots, leaves)	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
Uses measurement tools (e.g., scale, ruler, unit blocks) to quantify similarities and difference between objects	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Measurement Tools</li> </ul>
Uses non-adult sources to gather information (e.g., reference books)	<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>
Develops beginning understanding of caring for the environment	<ul style="list-style-type: none"> <li>• Songs: Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>
<b>SCIENTIFIC SKILLS AND METHODS</b>	
<b>S.02: DEVELOPS FOUNDATIONAL SKILLS IN LEARNING AND UNDERSTANDING ABOUT THE WORLD THROUGH EXPLORATION AND INVESTIGATION</b>	
Makes observations, asks questions, predicts, draws conclusions, explains, and tries things out to see what will happen	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Solid and Liquid</li> </ul>
Independently uses simple tools to conduct an investigation to increase understanding	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Science Tools</li> <li>• Measurement Tools</li> <li>• Weather Tools</li> </ul>

NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>S.02: DEVELOPS FOUNDATIONAL SKILLS IN LEARNING AND UNDERSTANDING ABOUT THE WORLD THROUGH EXPLORATION AND INVESTIGATION <i>continued</i></b>	
Collects, describes, and records information through discussions, drawings, maps, and charts	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Communicates results of an investigation	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method</li> <li>• Science Investigation</li> <li>• Calendar/Graph Weather</li> </ul>
Begins to distinguish evidence from opinion	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> </ul>
<b>CREATIVE ARTS</b>	
<b>MUSIC</b>	
<b>CA.01: DEVELOPS FOUNDATIONAL SKILLS TO SUPPORT CREATIVE EXPRESSION THROUGH VOICE, INSTRUMENTS, AND OBJECTS</b>	
Sings songs that use the voice in a variety of ways	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.
Responds to rhythmic patterns in music	<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>
Describes feelings and reactions in response to diverse musical genres and styles	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.
Creates own songs and movements	<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>
Vocalizes and uses instruments in more complex music/songs	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. Children are often asked to sing along.
<b>VISUAL ARTS</b>	
<b>CA.02: DEVELOPS FOUNDATIONAL SKILLS THAT SUPPORT CREATIVE EXPRESSION THROUGH THE PROCESS, PRODUCTION, AND APPRECIATION OF VISUAL ART FORMS</b>	
Drawing becomes better defined and more detailed	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Develops growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	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.
Recognizes and describes various art forms	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.

NEBRASKA STANDARDS	WATERFORD RESOURCES
<b>CA.02: DEVELOPS FOUNDATIONAL SKILLS THAT SUPPORT CREATIVE EXPRESSION THROUGH THE PROCESS, PRODUCTION, AND APPRECIATION OF VISUAL ART FORMS <i>continued</i></b>	
Reflects on differences and preferences when encountering artwork	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.
Demonstrates understanding of art vocabulary and concepts	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.
Discusses own artistic creations and those of others	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>MOVEMENT</b>	
<b>CA.03: DEVELOPS FOUNDATIONAL SKILLS THAT SUPPORT CREATIVE EXPRESSION THROUGH MOVEMENT</b>	
Responds to changes in tempo and rhythm through body movement	<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>
Participates in simple sequences of movements	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes</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>
Defines and maintains personal space, concentration, and focus during creative movement/dance performances	<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> <li>• Personal Space Circle</li> </ul>
Participates in or observes a variety of dance and movement activities	<ul style="list-style-type: none"> <li>• Song: Head, Shoulders, Knees, and Toes</li> <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> <li>• Personal Space Circle</li> </ul>
Begins to demonstrate appropriate audience skills during creative movement and dance performances	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>DRAMATIC PLAY</b>	
<b>CA.04: EXPRESSES CREATIVITY USING PUPPETRY, STORYTELLING, DANCE, PLAYS, AND THEATER</b>	
Recognizes difference between pretend/fantasy and reality	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Real or Make-believe</li> <li>• Distinguish Between Fantasy and Reality</li> </ul>



NEBRASKA STANDARDS	WATERFORD RESOURCES
CA.04: EXPRESSES CREATIVITY USING PUPPETRY, STORYTELLING, DANCE, PLAYS, AND THEATER <i>continued</i>	
Repeats dialogue and movement to tell a story	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.
Creates roles for self and others in dramatic play situations using body and dialogue	<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> <li>• What Would You Do?</li> <li>• Personal Space Circle</li> </ul>
Uses props/objects in creative ways to promote and enact a story	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
Critiques drama experiences	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.



**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

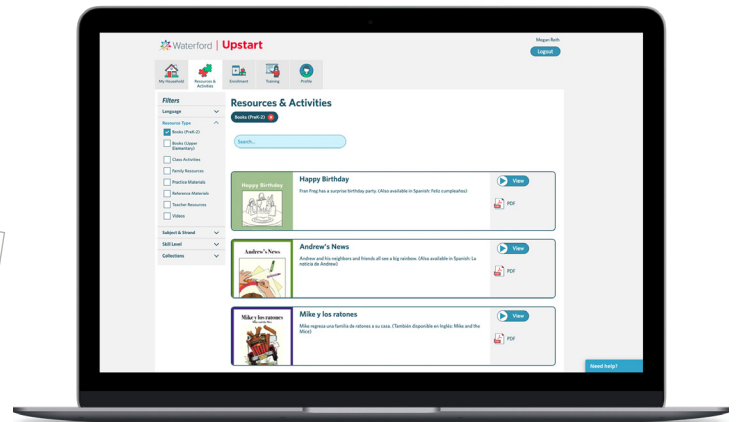
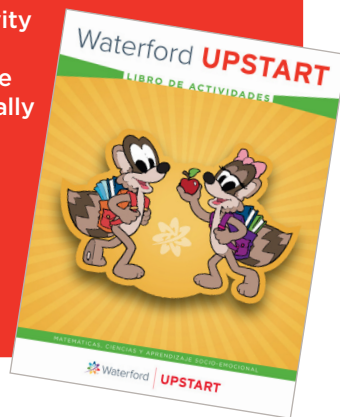
## FAMILY ENGAGEMENT

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.