

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*Nevada Pre-  
Kindergarten  
Standards 2010*

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<b>MATHEMATICS</b>	
<b>STANDARD 1.0: NUMBERS, NUMBER SENSE &amp; COMPUTATION</b>	
1.PK.3a Recognize and read numerals 0-5.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Math Books</li> </ul>
1.PK.3b Estimate the number of objects in a set of 5 and verify by counting.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Bug Bits</li> <li>• Match</li> </ul>
1.PK.3c Match the number of objects in a set to the correct numeral 0 to 5.	<ul style="list-style-type: none"> <li>• Match</li> <li>• Number Instruction</li> <li>• Make and Count Groups</li> </ul>
1.PK.4a Count to 10.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Number Instruction</li> </ul>
1.PK.4b Count to 10 by demonstrating one to one correspondence using objects.	<ul style="list-style-type: none"> <li>• One-to-One Correspondence</li> <li>• Make and Count Groups</li> <li>• Counting Songs</li> </ul>
1.PK.5 Use concrete objects to combine and separate groups up to 5.	<ul style="list-style-type: none"> <li>• Songs: Bakery Subtraction; Circus Subtraction; Addition; On the Bayou</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>
<b>STANDARD 2.0: PATTERNS, FUNCTIONS &amp; ALGEBRA</b>	
2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color).	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> </ul>
2.PK.2 Recognize and replicate simple patterns (e.g., ABAB).	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
2.PK.3 Compare sets of objects. Determine which set 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</li> <li>• Less Than</li> <li>• More Than, Fewer Than</li> </ul>
<b>STANDARD 3.0: MEASUREMENT</b>	
3.PK.1 Compare objects by size to determine smaller and larger.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Order Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> </ul>

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD 3.0: MEASUREMENT <i>continued</i></b>	
3.PK.4 Sort pennies and nickels.	<ul style="list-style-type: none"> <li>• Song: Save Your Pennies</li> <li>• Coin Identification</li> </ul>
3.PK.6 Identify day and night.	<ul style="list-style-type: none"> <li>• Book: Moon Song</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>
<b>STANDARD 4.0: SPATIAL RELATIONSHIPS, GEOMETRY AND LOGIC</b>	
4.PK.1a Identify circles, triangles, and squares.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Book: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
4.PK.1b Begin to recognize two and three dimensional shapes in the environment.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Book: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Books: Up in the Air; The Circus Came to Town</li> <li>• Position</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul>
<b>STANDARD 5.0: DATA ANALYSIS</b>	
5.PK.1 Identify and sort information (e.g., interpret quantity in pictures).	<ul style="list-style-type: none"> <li>• Song: Graphing</li> <li>• Books: Milton’s Mittens; One More Cat</li> <li>• Calendar/Graph Weather</li> </ul>
<b>SCIENCE</b>	
<b>STANDARD: NATURE OF SCIENCE-SCIENTIFIC INQUIRY AND SCIENCE, TECHNOLOGY, &amp; SOCIETY</b>	
N.PK1.a Observe their world.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Conservation</li> <li>• Science Investigation</li> </ul>
N.PK1.b Ask questions about their world.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Ask a Question</li> </ul>
N.PK.2 Share ideas with 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.

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD: NATURE OF SCIENCE-SCIENTIFIC INQUIRY AND SCIENCE, TECHNOLOGY, &amp; SOCIETY</b> <i>continued</i>	
N.PK.3 Use tools safely to observe and explore different objects/environments.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>
N.PK.4 Use patterns to predict or sort items.	<ul style="list-style-type: none"> <li>• Songs: Precipitation; All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Weather</li> <li>• Sort</li> </ul>
N.PK.5 Students work in small groups and share ideas with others regarding to science related activities.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>STANDARD: EARTH &amp; SPACE SCIENCE—ATMOSPHERIC PROCESSES AND THE WATER CYCLE; SOLAR SYSTEM &amp; UNIVERSE; EARTH'S COMPOSITION &amp; STRUCTURE</b>	
E.PK.1 Observe and identify weather from day to day.	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Weather Tools</li> </ul>
E.PK.2 Observe and identify water in different states.	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Water; Precipitation</li> <li>• Book: Water Is All Around</li> <li>• Solid and Liquid</li> <li>• Water</li> <li>• States of Water</li> </ul>
E.PK.3 Students understand that the sun, moon, and stars can be seen in the sky.	<ul style="list-style-type: none"> <li>• Book: Moon Song</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>
E.PK.4 Identify and sort different natural objects (e.g., rocks, soils, etc.).	<ul style="list-style-type: none"> <li>• Sort</li> <li>• Materials</li> <li>• Rocks</li> <li>• Plant Parts</li> </ul>
<b>STANDARD: PHYSICAL SCIENCE—MATTER AND FORCES &amp; MOTION AND ENERGY</b>	
P.PK.1 Sort objects according to observable properties (e.g., by shape and color).	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> </ul>
P.PK.2 Explore and demonstrate how objects move.	<ul style="list-style-type: none"> <li>• Songs: Push and Pull; Gravity</li> <li>• Books: Mr. Mario's Neighborhood; Up and Down</li> <li>• Push and Pull</li> </ul>
P.PK.3 Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Water; Gravity</li> <li>• Books: Water Is All Around; Up and Down</li> <li>• Science Investigation</li> <li>• Magnets</li> <li>• Water</li> </ul>
P.PK.4 Investigate how objects react when placed in water.	<ul style="list-style-type: none"> <li>• Buoyancy Experiment</li> </ul>

NEVADA STANDARDS	WATERFORD RESOURCES
STANDARD: PHYSICAL SCIENCE—MATTER AND FORCES & MOTION AND ENERGY <i>continued</i>	
P.PK.5 Identify hot and cold.	<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> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Snowman</li> </ul>
STANDARD: LIFE SCIENCE—HEREDITY; STRUCTURE OF LIFE; ORGANISMS AND THEIR ENVIRONMENT; DIVERSITY OF LIFE	
L.PK.1 Investigate animals and their offspring.	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Worms</li> <li>• Science Investigation</li> </ul>
L.PK.2 Explore and identify a variety of animals and plants.	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Invertebrates; Plant or Animal; I Am Part of All I See</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Worms</li> <li>• Science Investigation</li> </ul>
L.PK.3 Identify humans, animals, and plants.	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Invertebrates; Plant or Animal; I Am Part of All I See</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Worms</li> <li>• Science Investigation</li> </ul>

NEVADA STANDARDS	WATERFORD RESOURCES
STANDARD: LIFE SCIENCE—HEREDITY; STRUCTURE OF LIFE; ORGANISMS AND THEIR ENVIRONMENT; DIVERSITY OF LIFE <i>continued</i>	
L.PK.4 Use the five senses to explore and investigate the natural world.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: Fawn Eyes</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>
L.PK.5 Identify the basic need for air, water and food.	<ul style="list-style-type: none"> <li>• Song: Food From Plants</li> <li>• Book: Everybody Needs to Eat</li> <li>• Food From Plants</li> <li>• Water</li> <li>• Plants Need Water</li> <li>• Animals Need Water</li> </ul>
L.PK.6 Identify animals and their homes.	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Invertebrates</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; Where In the World Would You Go Today?</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Invertebrates</li> <li>• Worms</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Rainforests</li> </ul>
L.PK.7 Identify and/or sort plants and animals by observable characteristics.	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See; Same and Different; Animal Bodies</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Alexander von Humboldt; Guess What I Am; Creepy Crawlers; Animal Bodies</li> <li>• Science Investigation</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Worms</li> <li>• Plants</li> <li>• Animal Bodies</li> </ul>
L.PK.8 Observe living and non-living things on Earth.	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> <li>• Rocks</li> </ul>



NEVADA STANDARDS	WATERFORD RESOURCES
<b>LANGUAGE AND EARLY LITERACY</b>	
<b>STANDARD 1.0: WORD ANALYSIS</b>	
1.PK.1 Identify words that rhyme.	<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>
1.PK.2 Identify the beginning sound of own name.	<ul style="list-style-type: none"> <li>• Name Game (Name Game (What's Your Name?))</li> <li>• Initial Sound</li> <li>• Letter Sound</li> </ul>
1.PK.3 Identify letters in own name.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Name Game (Name Game (What's Your Name?))</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Name That Letter</li> </ul>
1.PK.4 Recognize environmental print and symbols.	<ul style="list-style-type: none"> <li>• Words in Your World</li> </ul>
1.PK.5 Demonstrate awareness that print carries a message.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>
<b>STANDARD 2.0: READING STRATEGIES</b>	
2.PK.1 Identify the front cover of the book and know how to turn the pages when reading.	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.
2.PK.2 Ask questions or make comments pertinent to the story being read.	<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>• Find an Answer</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> </ul>
2.PK.3 Identify pictures to aid in comprehension.	<ul style="list-style-type: none"> <li>• Sum Up: Remember Order</li> <li>• Picture Clues</li> </ul>
<b>STANDARD 3.0: LITERARY TEXT</b>	
3.PK.1 Retell a story with the aid of pictures, props, or a book.	<ul style="list-style-type: none"> <li>• Picture Clues</li> <li>• Sum Up: Remember Order</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>
3.PK.5 Listen and respond to rhythm or rhyme, (e.g., clapping or chanting).	<ul style="list-style-type: none"> <li>• Books: Ooey, Goey Mud; Lumpy Mush; The Swing; The Germs; Legs; Lost Socks; Rocks In My Socks</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD 3.0: LITERARY TEXT <i>continued</i></b>	
3.PK.6 With assistance, listen and respond to words with tone (e.g., poems and finger plays).	<ul style="list-style-type: none"> <li>• Books: Ooey, Gooley Mud; Lumpy Mush; The Swing; The Germs; Legs; Lost Socks</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
3.PK.7 With assistance, listen and discuss stories from different cultures and eras.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Traditional Tales</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
3.PK.8 Predict what will happen next in a story.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• What Comes Next?</li> </ul>
3.PK.9 Listen to age-appropriate material that makes connections to self and the world around them.	<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>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
<b>STANDARD 4.0: EXPOSITORY TEXT</b>	
4.PK.1 Demonstrate and understand that printed material contains information (e.g., illustrations, graphs, and charts).	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>
4.PK.5a Recall information from an event, text, or picture related to self and the world around them.	<ul style="list-style-type: none"> <li>• Connect to Me</li> </ul>
4.PK.5b Respond to or ask a question about an event, text, or picture.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Connect to Me</li> <li>• Picture Clues</li> <li>• Ask a Question</li> <li>• Find an Answer</li> </ul>
4.PK.7 With teacher assistance, follow, a simple pictorial direction.	<p>Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to multi-step directions.</p>
<b>STANDARD 5.0: EFFECTIVE WRITING</b>	
5.PK.1 Experiment with writing tools and materials in response to information.	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>
5.PK.2a Experiment with beginning techniques for using various writing materials.	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>
5.PK.2b Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.).	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> </ul>
5.PK.4a Use letter-like approximation to write name and/or other words or ideas.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What’s Your Name?)</li> </ul>

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD 5.0: EFFECTIVE WRITING</b> <i>continued</i>	
5.PK.4b Attempt, with a model, to spell own first name.	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What's Your Name?)</li> </ul>
5.PK.4c Attempt, with a model, to write the first letter of first name using the capital letter.	<ul style="list-style-type: none"> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What's Your Name?)</li> </ul>
<b>STANDARD 6.0: TYPES OF WRITING</b>	
6.PK.1 Experiment with writing tools and materials to communicate.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
6.PK.2 Experiment with writing tools and materials in response to a familiar experience.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
6.PK.4 Experiment with writing tools and materials in response to literature.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
6.PK.5 Share drawings with others as a response to an expository text.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
6.PK.6 Share ideas and opinions for class writing.	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.
6.PK.7 Dictate words, phrases, or sentences to an adult recording on paper.	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.
6.PK.9a Organize ideas, through group discussion, with teacher assistance for the purpose of group research.	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.
6.PK.9b Identify and explore an area of interest.	<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>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
6.PK.9c Use, with teacher assistance, a variety of sources to obtain information.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>
<b>STANDARD 7.0: LISTENING</b>	
7.PK.1a Listen for a variety of purposes with increasing attention span.	<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> </ul>
7.PK.1b Listen to and follow a two-step oral direction with the use of formal and informal language.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step, oral directions.

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD 7.0: LISTENING <i>continued</i></b>	
7.PK.2 Listen and respond appropriately to stories and group discussions.	<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>• Sum Up: Five Ws</li> <li>• Find an Answer</li> </ul>
7.PK.3 Listen with increasing attention span to gain new vocabulary.	<ul style="list-style-type: none"> <li>• Vocabulary Introduction</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
7.PK.5 Engage in conversation and sometimes follow conversational rules.	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.
<b>STANDARD 8.0: SPEAKING</b>	
8.PK.1 Speak with increasing clarity, ease and accuracy, and give clear directions.	Waterford introduces letter sounds with instruction demonstrating positioning of the lips and tongue to form the sound correctly and clearly.
8.PK.2 Use and expand vocabulary to describe feelings, experiences, observations and ideas.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
8.PK.3a Engage in dramatic play to convey experiences, feelings, ideas, or stories.	<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> </ul>
8.PK.3b Speak in complete sentences using at least three words.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>
8.PK.4a Initiate conversation and respond to others.	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.
8.PK.4b Share ideas and information from personal and share group 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.
8.PK.4c Ask and answer simple questions.	Question and response conversations within social-emotional videos provide examples for students to ask and answer questions.
8.PK.5 Use language to repeat simple stories, songs and rhymes, or to relate experiences.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>

NEVADA STANDARDS	WATERFORD RESOURCES
<b>SOCIAL STUDIES</b>	
<b>STANDARD H1: PEOPLE, CULTURES, AND CIVILIZATIONS</b>	
H1.PK.1 Children begin to complete simple tasks together.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
H1.PK.2 Be exposed to stories of family members, local residents, and prominent figures.	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.
H1.PK.3 Share information about their family practices, customs, and culture	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>STANDARD H2: NATION BUILDING &amp; DEVELOPMENT</b>	
H2.PK.1 Begin to recognize that problems can occur in groups.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>STANDARD H3: SOCIAL RESPONSIBILITY &amp; CHANGE</b>	
H3.PK.1 Begin to understand that differences exist between home and school.	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>STANDARD G5: THE WORLD IN SPATIAL TERMS</b>	
G5.PK.1 Identify direction and location (e.g., up/down and above/below).	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> </ul>
<b>STANDARD G6: PLACES &amp; REGIONS</b>	
G6.PK.1 Identify different areas of the classroom and home.	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.
G6.PK.2 Begin to recognize characteristics that make them unique.	<ul style="list-style-type: none"> <li>• Books: Mine; José Three; Grandpa’s Great Athlete</li> </ul>
G6.PK.3 Identify numbers and letters related to his/her address.	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Letter Pictures</li> </ul>
<b>STANDARD G7: HUMAN SYSTEMS</b>	
G7.PK.1 Begin to understand that people move to other places.	<ul style="list-style-type: none"> <li>• Book: Moving Day</li> </ul>
<b>STANDARD G8: ENVIRONMENT &amp; SOCIETY</b>	
G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog).	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Book: Whatever the Weather</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> </ul>

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD EC9: THE MARKET ECONOMY</b>	
Ec9.PK.1 Begin to understand that resources can be limited (e.g., turning off the water and lights when not using).	<ul style="list-style-type: none"> <li>• Song: Conservation</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>
Ec9.PK.2 Demonstrate the role of different jobs in the community.	<ul style="list-style-type: none"> <li>• Books: Follow the Apples; Mr. Mario’s Neighborhood</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>
<b>STANDARD EC10: THE US ECONOMY AS A WHOLE</b>	
Ec10.PK.1 Demonstrate the role of consumers and understand that money is exchanged for goods and/or services.	<ul style="list-style-type: none"> <li>• Song: Save Your Pennies</li> <li>• Book: Bugs For Sale</li> </ul>
<b>STANDARDS EC11: THE DYNAMIC ECONOMY</b>	
Ec10.PK.1 Decide between two choices involving classroom resources.	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>STANDARD C13: CITIZENSHIP AND THE LAW (RULES &amp; LAWS, RIGHTS, RESPONSIBILITIES, SYMBOLS)</b>	
C13.PK.1 Follow classroom and school rules.	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.
C13.PK.2 Participate in group decision making.	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>STANDARDS C16: GLOBAL RELATIONS</b>	
C16.PK.1 Identify their teacher and peers by name.	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 EMOTIONAL</b>	
<b>STANDARD 1.0: SELF-CONFIDENCE</b>	
1.PK.1a Make independent choices from diverse interest centers or 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.
1.PK.1b Select materials to use for individual expression.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
1.PK.2a Express ideas for activities; initiate and participate in discussions with teachers or 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.
1.PK.2b Acknowledge actions and accomplishments verbally and nonverbally.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Mama’s Melody</li> <li>• Party Time</li> </ul>
1.PK.3 Re-engage in a task or activity after experiencing disappointment, frustration, or failure.	Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task.

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD 2.0: SELF-DIRECTION</b>	
2.PK.1a Separate easily from parents(s)/caregivers(s)/significant adult(s).	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.
2.PK.1b Move through routines and activities with minimal adult/teacher direction.	Children follow directions and routines independently as they progress through the Waterford sequence of activities.
2.PK.2 Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).	<ul style="list-style-type: none"> <li>• Teeth</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Learning Together: Health</li> </ul>
2.PK.3a Use toys and materials with care.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the property of others as well as their own.
2.PK.3b Clean up or put away toys and materials when finished.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>STANDARD 3.0: IDENTIFICATION AND EXPRESSION OF FEELINGS</b>	
3.PK.1 Identify a range of feelings (e.g., sadness, anger, fear, and happiness).	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Squirrel's Blocks</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Soup's On!</li> <li>• My Family</li> <li>• Papa's Thumb</li> <li>• Lost Keys</li> </ul>
3.PK.2a Express feelings, needs or wants in appropriate 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."
3.PK.2b Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Papa's Thumb</li> <li>• Noisy Children</li> </ul>
<b>STANDARD 4.0: INTERACTIONS WITH OTHER CHILDREN AND ADULTS</b>	
4.PK.1a Demonstrate appropriate affection for teachers and friends.	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.
4.PK.1b Express common courtesy to others (e.g., saying "thank you", "please" and "excuse me", or passing a plate of cookies).	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Teaching Young Children Manners</li> <li>• Please and Thank You</li> </ul>
4.PK.1c Respect rights and belongings of others (e.g., "It is my turn to use the bike, but you can have the bike when I am finished").	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
4.PK.1d Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD 4.0: INTERACTIONS WITH OTHER CHILDREN AND ADULTS</b>	
4.PK.1e Be able to say and respond to first and last name.	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.
4.PK.1f Be able to say parent’s or caregiver’s name.	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>STANDARD 5.0: PRO-SOCIAL BEHAVIORS</b>	
5.PK.1a Play independently.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
5.PK.1b Play in pairs and small groups.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
5.PK.1c Engage in dramatic play.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> </ul>
5.PK.1d Initiate play, or enter into play with a group of children already playing.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
5.PK.2a Participate in cooperative groups to complete a task	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
5.PK.2b Take turns with teacher support.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
5.PK.2c Share some of the time.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<b>STANDARD 6.0: ATTENDING AND FOCUSING SKILLS</b>	
6.PK.1a Attend to a task for at least 10 minutes.	Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task.
6.PK.1b Move on to next activity without exhibiting signs of stress.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Do I Have To?</li> <li>• Perfect Present</li> </ul>
6.PK.1c Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.).	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other and develop ideas.
6.PK.1d Demonstrate ability to delay gratification to complete a larger 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.



NEVADA STANDARDS	WATERFORD RESOURCES
<b>CREATIVE EXPRESSION</b>	
<b>STANDARD 1.0: CREATIVE THINKING—APPROACHES TO LEARNING THROUGH CREATIVITY</b>	
1.PK.1 Use a variety of approaches to solving problems.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
1.PK.2 Use a variety of approaches to solving interpersonal problems in the classroom.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
1.PK.3 Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object.	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>STANDARD 2.0: CREATIVE THINKING—APPROACHES TO LEARNING THROUGH MOTIVATION AND PERSISTENCE</b>	
2.PK.1 Select progressively more challenging tasks.	Personalized instruction enables students to progress through the sequence at their own pace offering more challenging activities when they are ready.
2.PK.2a Demonstrate ability to delay gratification to complete a larger 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.
2.PK.2b Express satisfaction when accomplishing a task and achieving a goal.	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.
2.PK.3 Demonstrate persistence by trying again when faced with challenges.	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
<b>STANDARD 3.0: CREATIVE THINKING—MAKING CONNECTIONS</b>	
3.PK.1 Combine objects in a variety of ways.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
3.PK.2 Categorize experiences, people and ideas in a variety of ways.	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.
3.PK.3 Create stories and scenarios by combining experiences 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>STANDARD 1.0: MUSIC AND MOVEMENT—SINGING</b>	
1.PK.1 Make a variety of sounds with their voices.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Mama’s Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
1.PK.2 Create and sing chants.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD 1.0: MUSIC AND MOVEMENT—SINGING</b>	
1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Mama’s Melody</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
1.PK.3b Select and recognize a variety of songs from diverse cultures.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> </ul>
<b>STANDARD 2.0: MUSIC AND MOVEMENT—PLAYING INSTRUMENTS</b>	
2.PK.1 Play and identify a variety of musical instruments.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul>
2.PK.2 Participate in a rhythm instrument band.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul>
2.PK.4 Accompany simple music with rhythm instruments or clapping.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul>
<b>STANDARD 3.0: MUSIC AND MOVEMENT—IMPROVISATION</b>	
3.PK.1 Improvise simple songs and rhythmic patterns using voice, body or instrument.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
3.PK.3 Take familiar songs and change the words, feelings, sound of voice or dynamics.	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>STANDARD 6.0: MUSIC AND MOVEMENT—LISTENING</b>	
6.PK.1 Identify simple elements of music such as loud/soft and fast/slow.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> </ul>
<b>STANDARD 7.0: MUSIC AND MOVEMENT—EVALUATION</b>	
7.PK.2 Demonstrate a preference in music.	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>STANDARD 8.0: MUSIC AND MOVEMENT—APPLICATION TO LIFE</b>	
8.PK.2 Demonstrate math and language skills while participating in music.	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program.
<b>STANDARD 9.0: MUSIC AND MOVEMENT—CULTURAL AND HISTORICAL CONNECTIONS</b>	
9.PK.1 Experience music from different cultures.	<ul style="list-style-type: none"> <li>• Sing Around the World Songs</li> </ul>
<b>STANDARD 10.0: MUSIC AND MOVEMENT—CROSS-CURRICULAR</b>	
10.PK.1a Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between).	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Over, Under, and Through</li> <li>• Above, Below, Next to, On</li> <li>• Inside, Outside, Between</li> </ul>
10.PK.1b Move with and without music using a variety of props such as scarves, balloons, hoops, etc.	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.
10.PK.1c Respond to changes in tempo.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Mama’s Melody</li> </ul>

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD 1.0: DRAMATIC PLAY</b>	
1.PK.1 Act out a role observed in his/her life experiences; for instance, mother, baby, doctor.	<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> </ul>
1.PK.2a Make up new roles from experiences and familiar stories.	<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> </ul>
1.PK.2b Direct peers and/or follow directions from peers in creating dramatic play scenarios.	<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> </ul>
1.PK.3 Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper.	<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> </ul>
1.PK.6 Use available materials as either realistic or symbolic props as part of dramatic 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> <li>• What Would You Do?</li> </ul>
1.PK.7 Use dress-up clothes or costumes and other props in dramatic 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>
<b>STANDARD 2.0: DRAMATIC PLAY</b>	
2.PK.1 Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Make Comparisons</li> </ul>
2.PK.2 Imitate roles observed in child’s life experiences.	<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>
2.PK.3 Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing.	<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>
<b>STANDARD 3.0: DRAMATIC PLAY</b>	
3.PK.3 Differentiate between pretend and real.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Real and Make-believe</li> <li>• Distinguish Between Fantasy and Reality</li> </ul>
<b>STANDARD 4.0: DRAMATIC PLAY</b>	
4.PK.1 Begin to understand and identify similarities and differences between dramatic characters and real people.	<ul style="list-style-type: none"> <li>• Real and Make-believe</li> <li>• Distinguish Between Fantasy and Reality</li> <li>• Look at Details</li> <li>• Describe Characters</li> </ul>

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD 5.0: DRAMATIC PLAY</b>	
5.PK.1 Use music, movement, and visual arts in dramatic play.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> <li>• Pretend Play</li> <li>• Real and Make-believe</li> <li>• Distinguish Between Fantasy and Reality</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
5.PK.3 Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles).	<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>• Math Books</li> <li>• Science Books</li> </ul> <p>(See titles at end of document.)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
<b>STANDARD 1.0: VISUAL ARTS—KNOWLEDGE</b>	
1.PK.3 Use a variety of media, techniques, and processes in art activities that are of the child’s creation without a model.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>STANDARD 2.0: VISUAL ARTS—CONTENT</b>	
2.PK.4 Identify color, shape, and texture through art experiences.	<ul style="list-style-type: none"> <li>• Song: Colors, Colors</li> <li>• Red, Yellow, and Blue</li> <li>• Color Practice</li> </ul>
<b>STANDARD 3.0: VISUAL ARTS—CONTENT</b>	
3.PK.1 Recognize various art forms (e.g., photographs, statues, paintings, and drawings).	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.
3.PK.2 Create works that express or represent experiences, ideas, feelings, and fantasy using various media.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>STANDARD 4.0: VISUAL ARTS—CONTEXT</b>	
4.PK.3 Create a work of art that expands on an experience, such as after a field trip or as a part of a cultural event.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>STANDARD 5.0: VISUAL ARTS—INTERPRETATION</b>	
5.PK.1 Recognize their own and others’ 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.
5.PK.2 Demonstrate respect for the artwork 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.
5.PK.3 Describe or respond to their own creative work or the creative work 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.

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD 6.0: VISUAL ARTS—CROSS-CURRICULAR</b>	
6.PK.1 Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
6.PK.2 Use visual arts in dramatic play, music, and movement activities.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>PHYSICAL DEVELOPMENT AND HEALTH</b>	
<b>STANDARD 1.0: DEVELOPMENT OF MOTOR SKILLS</b>	
1.PK.1 Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).	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>STANDARD 2.0: MOVEMENT FORMS</b>	
2.PK.1 Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs.	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.
2.PK.2 Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large 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.
2.PK.3 Balance on one foot for at least five seconds.	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>STANDARD 3.0: DANCE</b>	
3.PK.1 Demonstrate locomotor movements such as up, down, forward, and backward.	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.
3.PK.2 Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).	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>STANDARD 4.0: HEALTH ENHANCING LIFESTYLE</b>	
4.PK.1 Engage in daily moderate to vigorous physical activity.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
<b>STANDARD 5.0: PERSONAL RESPONSIBILITY</b>	
5.PK.1 Participate appropriately during physical activities.	<ul style="list-style-type: none"> <li>• Song; Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
5.PK.2 Demonstrate turn taking and cooperation during physical activities.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD 5.0: PERSONAL RESPONSIBILITY</b> <i>continued</i>	
5.PK.3 Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
5.PK.4 Participate in multi-cultural activities that enhance physical development (e.g., dance, games, and activities).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
<b>STANDARD 6.0: FINE MOTOR SKILLS</b>	
6.PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
6.PK.2 Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
6.PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
<b>STANDARD 1.0: CORE CONCEPTS—HEALTH PROMOTION/DISEASE PREVENTION</b>	
1.PK.1 Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).	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.
1.PK.2 Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.).	<ul style="list-style-type: none"> <li>• Body Parts</li> <li>• Parts of the Face</li> </ul>
1.PK.3 Identify healthy foods.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> <li>• Food Pictures (Healthy Eating)</li> </ul>
1.PK.5 Identify some safety rules (e.g., fire safety, traffic/pedestrian safety, dangerous objects/substances/activities, etc.).	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
1.PK.6 Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> </ul>
1.PK.7 Recognize community health and safety helpers (e.g., police, firefighters, doctors).	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Trusted Adults</li> </ul>
1.PK.8 Identify the basic need for air, water, and food.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: Everybody Needs to Eat</li> <li>• Water</li> <li>• Care of Water</li> </ul>

NEVADA STANDARDS	WATERFORD RESOURCES
<b>STANDARD 3.0: SELF-MANAGEMENT</b>	
3.PK.1 Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Party Time</li> <li>• Lost and Found</li> <li>• Lost Dinosaur</li> <li>• Papa’s Thumb</li> <li>• Lost Keys</li> </ul>
3.PK.3 Identify potential hazards at home, school, and community, etc.).	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
<b>STANDARD 5.0: INTERPERSONAL COMMUNICATION</b>	
5.PK.1 Seek adult assistance when injured and/or ill.	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

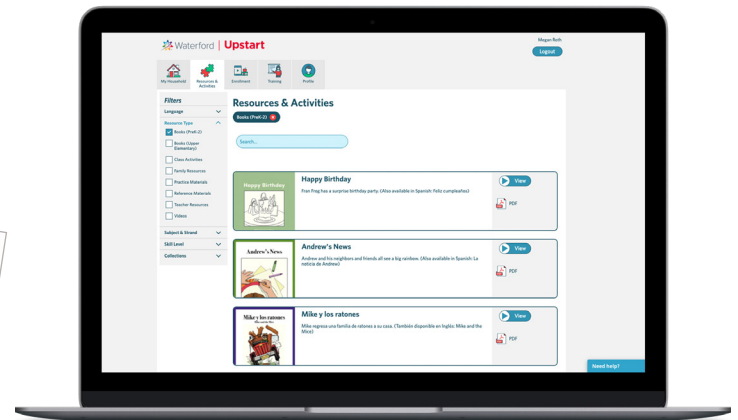
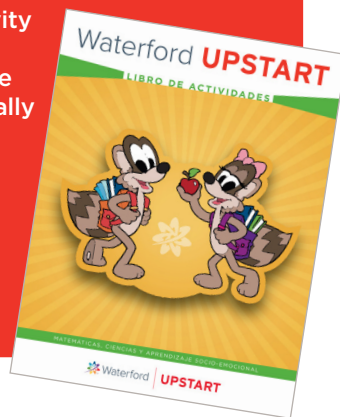
## FAMILY ENGAGEMENT

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.