

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*North Dakota
Early Learning
Standards 2018*

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NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
DOMAIN I: APPROACHES TO LEARNING	
SUBDOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION	
P-APL 1 CHILD MANAGES EMOTIONS WITH INCREASING INDEPENDENCE	
Expresses emotions in ways that are appropriate to the situation.	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.”
Looks for adult assistance when emotions are most intense.	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Lost and Found • Squirrel’s Blocks • Lost Dinosaur
Uses a range of coping strategies to manage feelings with the support of an adult, such as using words or taking deep breaths.	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.”
P-APL 2 CHILD FOLLOWS CLASSROOM RULES AND ROUTINES WITH INCREASING INDEPENDENCE	
Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.
Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.
Responds to signals when transitioning from one to another.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
P-APL 3 CHILD APPROPRIATELY HANDLES AND TAKES CARE OF CLASSROOM MATERIALS	
Appropriately handles materials during activities.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for the property of others as well as their own.
Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to care for the property of others as well as their own.
P-APL 4 CHILD MANAGES ACTIONS, WORDS, AND BEHAVIOR WITH INCREASING INDEPENDENCE	
Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.	Social-emotional video series “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”
Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.	<ul style="list-style-type: none"> • Do I Have To? • Broken Lamp • Squirrel’s Blocks

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-APL 4 CHILD MANAGES ACTIONS, WORDS, AND BEHAVIOR WITH INCREASING INDEPENDENCE <i>continued</i>	
Waits for turn, such as waits in line to wash hands or waits for turn on swings.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Refrains from aggressive behavior towards others.	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.”
Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. Resources: • Consequences Cards
SUBDOMAIN: COGNITIVE SELF-REGULATION	
P-APL 5 CHILD DEMONSTRATES AN INCREASING ABILITY TO CONTROL IMPULSES	
Tries different strategies to complete work or solve problems, including with other children.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Transitions between activities without getting upset.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
P-APL 6 CHILD MAINTAINS FOCUS AND SUSTAINS ATTENTION WITH MINIMAL ADULT SUPPORT	
Maintains focus on activities for extended periods of time, such as 15 minutes or more.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instructions.
Engages in purposeful play for extended periods of time.	<ul style="list-style-type: none"> • Clubhouse • Where’s Papa? • Find Me!
Attends to adult during large and small group activities with minimal support.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
P-APL 7 CHILD PERSISTS IN TASKS	
Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.	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.
Returns with focus to an activity or project after having been away from it.	Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest.

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-APL 8 CHILD HOLDS INFORMATION IN MIND AND MANIPULATES IT TO PERFORM TASKS	
Accurately recounts recent experiences in the correct order and includes relevant details.	<ul style="list-style-type: none"> • Look at Details • Sum Up: Remember Order • Sum Up: Five Ws
Successfully follows detailed, multi-step directions, sometimes with reminders.	Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions.
Remembers actions to go with stories or songs shortly after being taught.	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This • Sing a Rhyme Songs/Books (See titles at end of document.)
P-APL 9 CHILD DEMONSTRATES FLEXIBILITY IN THINKING AND BEHAVIOR	
Tries different strategies to complete work or solve problems including with other children.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Transitions between activities without getting upset.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
SUBDOMAIN: INITIATIVE AND CURIOSITY	
P-APL 10 CHILD DEMONSTRATES INITIATIVE AND INDEPENDENCE	
Engages in independent activities.	<ul style="list-style-type: none"> • Squirrel's Sketches • Perfect Present
Makes choices and communicates these to adults and other children.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.	<ul style="list-style-type: none"> • Papa's Play • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
P-APL 11 CHILD SHOWS INTEREST IN AND CURIOSITY ABOUT THE WORLD AROUND THEM	
Asks questions and seeks new information.	Books: Guess What I Am; Where in the World Would You Go Today?; 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 <ul style="list-style-type: none"> • Science Investigation
Is willing to participate in new activities or experiences even if they are perceived as challenging.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-APL 12 CHILD EXPRESSES CREATIVITY IN THINKING AND COMMUNICATION	
Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	<ul style="list-style-type: none"> • Books: Guess What I Am; Where in the World Would You Go Today?; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Observe a Simple System
Approaches tasks, activities, and play in ways that show creative problem solving.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Uses multiple means of communication (verbal and non-verbal) to creatively express thoughts, feelings, or ideas.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
P-APL 13 CHILD USES IMAGINATION IN PLAY AND INTERACTIONS WITH OTHERS	
Engages in social and pretend play.	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • Mama's Melody • Papa's Play • Where's Papa
Uses imagination with materials to create stories or works of art.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
DOMAIN II: SOCIAL AND EMOTIONAL DEVELOPMENT	
SUBDOMAIN: RELATIONSHIPS WITH ADULTS	
P-SE 1 CHILD ENGAGES IN AND MAINTAINS POSITIVE RELATIONSHIPS AND INTERACTIONS WITH ADULTS	
Interacts readily with trusted adults	<ul style="list-style-type: none"> • Where's Papa? • Find Me! • Lost and Found • Musical Mayhem • Soup's On! <p>Resources:</p> <ul style="list-style-type: none"> • Trusted Adults • Community Helpers
Engages in some positive interactions with less familiar adults, such as parent volunteers.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Shows affection and preference for adults who interact with them on a regular basis.	<ul style="list-style-type: none"> • My Family • Where's Papa? • Find Me! • Mama's Melody
Seeks help from adults when needed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-SE 2 CHILD ENGAGES IN PROSOCIAL AND COOPERATIVE BEHAVIOR WITH ADULTS	
Engages in prosocial behaviors with adults, such as using respectful language or greetings.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Attends to an adult when asked.	<ul style="list-style-type: none"> • Soup’s On! • Do I Have To? <p>Resources:</p> <ul style="list-style-type: none"> • Teaching Children Manners • Please and Thank You
Follows adult guidelines and expectations for appropriate behavior.	<ul style="list-style-type: none"> • Soup’s On! • Do I Have To? <p>Resources:</p> <ul style="list-style-type: none"> • Teaching Children Manners • Please and Thank You
Asks or waits for adult permission before doing something when they are unsure.	<p>Resources:</p> <ul style="list-style-type: none"> • Teaching Children Manners • Please and Thank You • Role Play • What Would You Do?
SUBDOMAIN: RELATIONSHIPS WITH OTHER CHILDREN	
P-SE 3 CHILD ENGAGES IN AND MAINTAINS POSITIVE INTERACTIONS AND RELATIONSHIPS WITH OTHER CHILDREN	
Engages in and maintains positive interactions with other children.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing , or sharing a toy.	<ul style="list-style-type: none"> • Where’s Papa? • Marmot’s Basket • Party Time
Takes turns in conversations and interactions with other children.	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.
Develops friendships with one or two preferred other children.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
P-SE 4 CHILD ENGAGES IN COOPERATIVE PLAY WITH OTHER CHILDREN	
Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	<ul style="list-style-type: none"> • Marmot’s Basket • Where’s Papa? <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? • Good Playing Rules
Demonstrates willingness to include others’ ideas during interactions and play.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-SE 4 CHILD ENGAGES IN COOPERATIVE PLAY WITH OTHER CHILDREN <i>continued</i>	
Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	<ul style="list-style-type: none"> • Where's Papa? • Musical Mayhem • Marmot's Basket
Engages in reflection and conversation about past play experiences.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
P-SE 5 CHILD USES BASIC PROBLEM-SOLVING SKILLS TO RESOLVE CONFLICTS WITH OTHER CHILDREN	
Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?".	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Expresses feelings, needs, and opinions in conflict situations.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Seeks adult help when needed to resolve conflicts.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
SUBDOMAIN: EMOTIONAL FUNCTIONING	
P-SE 6 CHILD EXPRESSES A BROAD RANGE OF EMOTIONS AND RECOGNIZES THESE EMOTIONS IN SELF AND OTHERS	
Recognizes and labels basic emotions in books or photographs.	<ul style="list-style-type: none"> • Boo Hoo Baby • Lost and Found • It's Not Fair! • My Family • Lost Dinosaur <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Emotion Cards
Uses words to describe own feelings.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Lost and Found • Lost Dinosaur <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Emotion Cards

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-SE 6 CHILD EXPRESSES A BROAD RANGE OF EMOTIONS AND RECOGNIZES THESE EMOTIONS IN SELF AND OTHERS <i>continued</i>	
Uses words to describe the feelings of adults or other children.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Blocks • Noisy Children • Papa's Thumb • Lost Keys <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Emotion Cards
P-SE 7 CHILD EXPRESSES CARE AND CONCERN TOWARD OTHERS	
Makes empathetic statements to adults or other children.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem
Offers support to adults or other children who are distressed.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem • Noisy Children • Papa's Thumb • Lost Keys
P-SE 8 CHILD MANAGES EMOTIONS WITH INCREASING INDEPENDENCE	
Expresses feelings in ways that are appropriate to the situation.	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."
Looks for adult assistance when feelings are most intense.	<ul style="list-style-type: none"> • Squirrel's Blocks • Lost and Found • Lost Dinosaur • It's Not Fair!
Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.	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."
SUBDOMAIN: SENSE OF IDENTITY AND BELONGING	
P-SE 9 CHILD RECOGNIZES SELF AS A UNIQUE INDIVIDUAL HAVING OWN ABILITIES, CHARACTERISTICS, EMOTIONS, AND INTERESTS	
Describes self using several different characteristics.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Gooley Mud; I Hate Peas; Lumpy Mush; My Super Sticky Sandwich; I Touch My Nose Like This; That's What I Like: A Book About Seasons; I Wish I Had Ears Like a Bat; My Reptile Hospital; Tortillas, Tortillas • Squirrel's Sketches

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-SE 10 CHILD EXPRESSES CONFIDENCE IN OWN SKILLS AND POSITIVE FEELINGS ABOUT SELF	
Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Expresses own ideas or beliefs in group contexts or in interactions with others.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Uses positive words to describe self, such as kind or hard-worker.	<ul style="list-style-type: none"> • Books: Mine; José Three; Grandpa’s Great Athlete • Boo Hoo Baby • Baby’s Ball
P-SE 11 CHILD HAS SENSE OF BELONGING TO FAMILY, COMMUNITY, AND OTHER GROUPS	
Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.	<ul style="list-style-type: none"> • Books: Mine; José Three; The Story Cloth • Clubhouse • Come Inside • My Name Is Squirrel
Relates personal stories about being a part of different groups.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Identifies similarities and differences about self across familiar environments and settings.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
DOMAIN III: LANGUAGE, COMMUNICATION, AND LITERACY	
SUBDOMAIN: LANGUAGE—ATTENDING AND UNDERSTANDING	
P-LC 1 CHILD ATTENDS TO COMMUNICATION AND LANGUAGE FROM OTHERS	
Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.	Social-emotional videos model conversations and discussions between various characters. The videos depict characters using verbal and non-verbal signals in conversation.
Shows ongoing connection to a conversation, group discussion, or presentation.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.
P-LC 2 CHILD UNDERSTANDS AND RESPONDS TO INCREASINGLY COMPLEX COMMUNICATION AND LANGUAGE FROM OTHERS.	
Shows an ability to recall (in order) multiple step directions.	Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions.
Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/Why?”.	<ul style="list-style-type: none"> • Sum Up: Five Ws • Science Investigation • Ask a Question
Shows an understanding of talk related to the past or future.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright; I Can’t Wait; The Old Maple Tree

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-LC 2 CHILD UNDERSTANDS AND RESPONDS TO INCREASINGLY COMPLEX COMMUNICATION AND LANGUAGE FROM OTHERS <i>continued.</i>	
Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
Children who are DLLs may demonstrate more complex communication and language in their home language than in English.	DLL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the activities.
SUBDOMAIN: COMMUNICATING AND SPEAKING	
P-LC 3 CHILD VARIES THE AMOUNT OF INFORMATION PROVIDED TO MEET THE DEMANDS OF THE SITUATION	
Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Uses language, spoken or sign, to clarify a word or statement when misunderstood.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Children who are DLLs may switch between their languages.	Waterford provides Spanish language support. With this feature enabled, children hear the instructions in English. If they select Repeat, children hear the instructions in Spanish and then again in English.
P-LC 4 CHILD UNDERSTANDS, FOLLOWS, AND USES APPROPRIATE SOCIAL AND CONVERSATIONAL RULES	
Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
P-LC 5 CHILD EXPRESSES SELF IN INCREASINGLY LONG, DETAILED, AND SOPHISTICATED WAYS	
Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.	Waterford introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly. <ul style="list-style-type: none"> • Letter Sound Instruction • Nouns • Verbs
Typically, uses complete sentences of more than five words with complex structures, such as sentences involving sequence and causal relations.	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.

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-LC 5 CHILD EXPRESSES SELF IN INCREASINGLY LONG, DETAILED, AND SOPHISTICATED WAYS <i>continued</i>	
Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
SUBDOMAIN: VOCABULARY	
P-LC 6 CHILD UNDERSTANDS AND USES A WIDE VARIETY OF WORDS FOR A VARIETY OF PURPOSES	
Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.
Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life cycle of caterpillars, or “cylinder” when learning about 3-D shapes	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
With support, forms guesses about the meaning of new words from context clues.	<ul style="list-style-type: none"> • Song: Context Clues • Picture Clues • Words Tell About the Pictures
P-LC 7 CHILD SHOWS UNDERSTANDING OF WORD CATEGORIES AND RELATIONSHIPS AMONG WORDS	
Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank,” or “When you hop it’s like jumping on one leg,” or “The bear and fox are both wild animals.”	<ul style="list-style-type: none"> • Songs: Synonym Tree; Verbs
Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Animal Bodies • Book: Animal Bodies • Mammals • Fish • Birds • Reptiles • Plants • Amphibians • Animal Bodies
Identifies key common antonyms, such as black/white or up/down. Identifies one or two synonyms for very familiar words, such as glad or happy.	<ul style="list-style-type: none"> • Songs: Savanna Size; Synonym Tree • Book: Opposites • Tall and Short • Heavy and Light • Big and Little

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-LC 7 CHILD SHOWS UNDERSTANDING OF WORD CATEGORIES AND RELATIONSHIPS AMONG WORDS <i>continued</i>	
Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic,” or “It’s so cold, it’s frosty.”	<ul style="list-style-type: none"> • Songs: Savanna Size; Synonym Tree • Book: Opposites • Tall and Short • Heavy and Light • Big and Little
SUBDOMAIN: LITERACY—PHONOLOGICAL AWARENESS	
P-LIT 1 CHILD DEMONSTRATES AWARENESS THAT SPOKEN LANGUAGE IS COMPOSED OF SMALLER SEGMENTS OF SOUND	
Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme • Rhyming Words
Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Sound Room • Letter Sound • Choose a Sound
Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Sound Room • Letter Sound • Choose a Sound
SUBDOMAIN: LITERACY—PRINT AND ALPHABET KNOWLEDGE	
P-LIT 2 CHILD DEMONSTRATES AN UNDERSTANDING OF HOW PRINT IS USED (FUNCTIONS OF PRINT) AND THE RULES THAT GOVERN HOW PRINT WORKS (CONVENTIONS OF PRINT)	
Understands that print is organized differently for different purposes, such as a note, list, or storybook.	<ul style="list-style-type: none"> • Print Concepts • Print Directionality • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Picture Story
Understands that written words are made up of a group of individual letters.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Picture Story
Begins to point to single-syllable words while reading simple, memorized text.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Decodable Books • Read with Me Books (See titles at end of document.)
Identifies book parts and features, such as the front, back, title, and author.	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.

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-LIT 3 CHILD IDENTIFIES LETTERS OF THE ALPHABET AND PRODUCES CORRECT SOUNDS ASSOCIATED WITH LETTERS	
Names most upper- and lower-case letters.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Letter Checker • Fast Letter Fun • Letter Pictures • Similarities and Differences in Letters • Name That Letter
Knows the sounds associated with several letters.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound
SUBDOMAIN: LITERACY—COMPREHENSION AND TEXT STRUCTURE	
P-LIT 4 CHILD DEMONSTRATES AN UNDERSTANDING OF NARRATIVE STRUCTURE THROUGH STORYTELLING/RE-TELLING	
Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • What Comes Next?
Tells fictional or personal stories using a sequence of at least two or three connected events.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • What Comes Next? • Sum Up, Remember Order
Identifies characters and main events in books and stories.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Describe Characters • Find an Answer • Sum Up: Remember Order • Sum Up: Five Ws
P-LIT 5 CHILD ASKS AND ANSWERS QUESTIONS ABOUT A BOOK THAT WAS READ ALOUD	
Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Five Ws • Describe Characters • Find an Answer • Look at Details

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-LIT 5 CHILD ASKS AND ANSWERS QUESTIONS ABOUT A BOOK THAT WAS READ ALOUD <i>continued</i>	
Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.	<ul style="list-style-type: none"> • Sum Up: Five Ws • Describe Characters • Find an Answer • Peek at the Story
Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.) • Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next? • Find an Answer
SUBDOMAIN: LITERACY—WRITING	
P-LIT 6 CHILD WRITES FOR A VARIETY OF PURPOSES USING INCREASINGLY SOPHISTICATED MARKS	
Creates a variety of written products that may or may not phonetically relate to intended messages.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Shows an interest in copying simple words posted in the classroom.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Attempts to independently write some words using invented spelling, such as K for kite.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace (Letter Picture Writing)
Writes first name correctly or close to correctly	<ul style="list-style-type: none"> • Letter Picture Writing • Name Game (What's Your Name?) • Alphabet Introduction (Distinguish Letters)
Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
DOMAIN IV: COGNITION	
SUBDOMAIN: MATHEMATICS DEVELOPMENT—COUNTING AND CARDINALITY	
P-MATH 1 CHILD KNOWS NUMBER NAMES AND THE COUNT SEQUENCE	
Counts verbally or signs to at least 20 by ones.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction
P-MATH 2 CHILD RECOGNIZES THE NUMBER OF OBJECTS IN A SMALL SET	
Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-MATH 3 CHILD UNDERSTANDS THE RELATIONSHIP BETWEEN NUMBERS AND QUANTITIES	
When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Bug Bits • Order Numbers • One-to-One Correspondence
Counts and answers “How many?” questions for approximately 10 objects.	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Number Instruction
Accurately counts as many as five objects in a scattered configuration.	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Number Instruction • Match Numbers
Understands that each successive number name refers to a quantity that is one larger.	<ul style="list-style-type: none"> • Counting Songs • Count On • Make and Count Groups • One-to-One Correspondence
Understands that the last number said represents the number of objects in a set.	<ul style="list-style-type: none"> • Make and Count Groups • Match Numbers • One-to-One Correspondence
P-MATH 4 CHILD COMPARES NUMBERS	
Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than
Identifies and uses numbers related to order or position from first to tenth.	<ul style="list-style-type: none"> • Song: Ordinals • Book: The Circus Came to Town • Order Numbers
P-MATH 5 CHILD ASSOCIATES A QUANTITY WITH WRITTEN NUMERALS UP TO 5 AND BEGINS TO WRITE NUMBERS	
Associates a number of objects with a written numeral 0-5.	<ul style="list-style-type: none"> • Number Instruction • Make and Count Groups • Match Numbers
Recognizes and, with support, writes some numerals up to 10.	<ul style="list-style-type: none"> • Number Instruction • Number Practice

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
SUBDOMAIN: MATHEMATICS DEVELOPMENT—OPERATIONS & ALGEBRAIC THINKING	
P-MATH 6 CHILD UNDERSTANDS ADDITION AS ADDING TO AND UNDERSTANDS SUBTRACTION AS TAKING AWAY FROM	
<p>Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.</p>	<ul style="list-style-type: none"> • Songs: Bakery Subtraction; Circus Subtraction; On the Bayou; Addition • Books: Five Delicious Muffins • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction • Addition Patterns
<p>Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.</p>	<ul style="list-style-type: none"> • Songs: Bakery Subtraction; Circus Subtraction; On the Bayou; Addition; Problem Solving • Books: Five Delicious Muffins • Story Problem Strategies • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction
<p>With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts “One, two, three…” and then counts on “Four, five!” (keeping track with fingers).</p>	<ul style="list-style-type: none"> • Song: Counting On • Count On • Count On by 1
<p>When counting back for subtraction such as taking away 3 from 5, counts, “Five, four, three…two!” (keeping track with fingers).</p>	<ul style="list-style-type: none"> • Song: Counting Backward • Book: A Space Adventure • Count Down • Counting Back
P-MATH 7 CHILD UNDERSTANDS SIMPLE PATTERNS	
<p>Fills in missing elements of simple patterns.</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
<p>Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
<p>Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
SUBDOMAIN: MATHEMATICS DEVELOPMENT—MEASUREMENT	
P-MATH 8 CHILD MEASURES OBJECTS BY THEIR VARIOUS ATTRIBUTES USING STANDARD AND NON-STANDARD MEASUREMENT. USES DIFFERENCES IN ATTRIBUTES TO MAKE COMPARISONS	
Measures using the same unit, such as putting together snap cubes to see how tall a book is.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length
Compares or orders up to five objects based on their measurable attributes, such as height or weight.	<ul style="list-style-type: none"> • Songs: Large, Larger, Largest; Measuring Plants • Order Size • Capacity • Length
Uses comparative language, such as shortest, heavier, or biggest.	<ul style="list-style-type: none"> • Song: Savanna Size; Large, Larger, Largest • Big and Little • Tall and Short • Heavy and Light • Size • Order Size
SUBDOMAIN: MATHEMATICS DEVELOPMENT—GEOMETRY AND SPATIAL SENSE	
P-MATH 9 CHILD IDENTIFIES, DESCRIBES, COMPARES, AND COMPOSES SHAPES	
Names and describes shapes in terms of length of sides, number of sides, and number of angles.	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Book: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes
Correctly names basic shapes regardless of size and orientation.	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Book: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes
Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Corners and Sides; All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons; The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Sort • Size
Creates and builds shapes from components.	<ul style="list-style-type: none"> • Geoboard • Tangrams

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-MATH 10 CHILD EXPLORES THE POSITIONS OF OBJECTS IN SPACE	
Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • Over, Under, Above, Below • Over, Under, and Through • Inside, Outside, Between • Top, Beside, and Bottom • First, Middle, Last • Above, Below, Next to, On
Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”	<ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • Over, Under, Above, Below • Over, Under, and Through • Inside, Outside, Between • Top, Beside, and Bottom • First, Middle, Last • Above, Below, Next to, On
SUBDOMAIN: SCIENTIFIC REASONING—SCIENTIFIC INQUIRY	
P-SCI 1 CHILD OBSERVES AND DESCRIBES OBSERVABLE PHENOMENA (OBJECTS, MATERIALS, ORGANISMS, AND EVENTS)	
Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Taste • Touch • Smell
Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation • Sight • Hearing • Taste • Touch • Smell
Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.	<ul style="list-style-type: none"> • Song: Five Senses • Science Investigation • Sight • Hearing • Touch • Taste • Smell
Represents observable phenomena with pictures, diagrams, and 3-D models.	<ul style="list-style-type: none"> • Observe a Simple System • Calendar/Graph Weather • Science Tools

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-SCI 2 CHILD ENGAGES IN SCIENTIFIC TALK	
<p>Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Tools • Science Investigation • Observe a Simple System
<p>Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plants are Growing; Food from Plants; Plant or Animal; Birds; Fish • Science Investigation • Living or Nonliving • Plants • Plant or Animal • Food from Plants • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms
P-SCI 3 CHILD COMPARES AND CATEGORIZES OBSERVABLE PHENOMENON	
<p>Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; All Sorts of Laundry; Five Senses; Animal Bodies • Books: Buttons, Buttons; Animal Bodies • Order Size • Sort • Size • Big and Little • Short and Tall • Heavy and Light • Living and Nonliving • Plant or Animal • Sight • Touch • Smell • Hearing
<p>Uses measurement tools, such as a ruler, balance scale, eyedropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena</p>	<ul style="list-style-type: none"> • Science Investigation • Measurement Tools • Science Tools • Weather Tools • Capacity • Length

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
SUBDOMAIN: SCIENTIFIC REASONING—REASONING AND PROBLEM SOLVING	
P-SCI 4. CHILD ASKS A QUESTION, GATHERS INFORMATION, AND MAKES PREDICTIONS.	
<p>Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Observe a Simple System • Calendar/Graph Weather • Healthy Plants’ Needs
<p>Gathers information about a question by looking at books or discussing prior knowledge and observations.</p>	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation • Observe a Simple System • Calendar/Graph Weather
<p>Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow,” or “I think adding yellow paint to purple will make brown.”</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System
P-SCI 5. CHILD PLANS AND CONDUCTS INVESTIGATIONS AND EXPERIMENTS	
<p>Articulates steps to be taken and lists materials needed for an investigation or experiment</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools
<p>Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Plant Experiment
<p>Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method; Graphing • Science Investigation • Science Tools • Sight • Touch • Hearing • Taste • Smell • Calendar/Graph Weather • Observe a Simple System
P-SCI 6 CHILD ANALYZES RESULTS, DRAWS CONCLUSIONS, AND COMMUNICATES RESULTS	
<p>Analyzes and interprets data and summarizes results of investigation.</p>	<ul style="list-style-type: none"> • Science Investigation • Calendar/Graph Weather • Observe a Simple System
<p>Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Materials • Water • Magnets • Push and Pull

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-SCI 6 CHILD ANALYZES RESULTS, DRAWS CONCLUSIONS, AND COMMUNICATES RESULTS <i>continued</i>	
With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Plant or Animal • Solid and Liquid
Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation
DOMAIN V: SOCIAL STUDIES	
SUBDOMAIN: CONCEPTS OF TIME	
P-SS 1. CHILD DEMONSTRATES A BASIC UNDERSTANDING OF PAST, PRESENT, AND FUTURE AND HOW THINGS, PEOPLE, AND PLACES CHANGE OVER TIME.	
Uses “ed” on verbs to include past tense (e.g., walked, cooked).	<ul style="list-style-type: none"> • Song: Verbs; It Happened Yesterday
Responds appropriately to terms related to time (e.g. before, after, now, soon, later, first/last, yesterday/today/tomorrow, morning/night, in a few minutes).	<ul style="list-style-type: none"> • Books: The Sunflower Seed; I Can’t Wait • Yesterday/Tomorrow • Today
Anticipates recurring activities	<ul style="list-style-type: none"> • Squirrel’s Sketches
SUBDOMAIN: CITIZENSHIP	
P-SS 3. CHILD SHARES RESPONSIBILITY FOR CARING FOR THEIR ENVIRONMENT	
Appropriately handles materials during activities	Social-emotional videos model positive, pro-social behaviors as children learn to care for the property of others as well as their own.
Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin	Social-emotional videos model positive, pro-social behaviors as children learn to care for the property of others as well as their own.
P-SS 4. CHILD DEMONSTRATES AND EXHIBITS AN AWARENESS OF RULES AND ROUTINES IN THE CLASSROOM, COMMUNITY, AND FAMILY LIFE.	
Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.
Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.	Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities.
Responds to signals when transitioning from one activity to another.	At the end of a session in Waterford, a narrated pop-up with a character holding a stop sign appears letting students know it is time to stop.

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-SS 5. CHILD BEGINS TO UNDERSTAND VARIOUS GROUP DECISION-MAKING PROCESSES	
Engages in and maintains positive interactions with other children	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Takes turns in conversations and interactions with other children	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.
Develops friendships with one or two preferred other children.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
SUBDOMAIN: IDENTITY AND CULTURE	
P-SS 6. CHILD UNDERSTANDS RELATIONSHIPS AND ROLES WITHIN FAMILIES, HOMES, AND CLASSROOM, AND DEMONSTRATE AWARENESS OF DIFFERENCES AMONG FAMILIES	
Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool	<ul style="list-style-type: none"> • Books: Mine; José Three; I Touch My Nose Like This • My Name Is Squirrel • My Family
Relates personal stories about being a part of different groups	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
P-SS 7. DEMONSTRATE AWARENESS OF DIFFERENCES AMONG FAMILIES AND COMMUNITIES TO WHICH THEY BELONG	
Identifies similarities and differences about self across familiar environments and settings	Book: Movin' to the Music Time
DOMAIN VI: CREATIVE ARTS	
SUBDOMAIN: MUSIC	
P-CA 1. CHILD SINGS AND PLAYS SIMPLE MUSICAL INSTRUMENTS.	
Experiments with musical instruments	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Responds to rhythmic patterns and elements of music using expressive movement.	<ul style="list-style-type: none"> • Baby's Ballet • Mama's Melody Resources: <ul style="list-style-type: none"> • Hi! Notes
Improvises movement and sound responses to music.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody Resources: <ul style="list-style-type: none"> • Hi! Notes
Explores using a singing voice.	<ul style="list-style-type: none"> • Mama's Melody Resources: <ul style="list-style-type: none"> • Hi! Notes

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-CA 1. CHILD SINGS AND PLAYS SIMPLE MUSICAL INSTRUMENTS <i>continued.</i>	
Demonstrates beat awareness.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
P-CA 2. CHILD LISTENS TO MUSIC WITH ATTENTION	
Participates in music activities, such as listening, singing, or performing	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program.
Describes and responds to musical elements.	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.
Recognizes a wide variety of sounds and sound sources.	<ul style="list-style-type: none"> • Books: Movin' to the Music Time; What Sounds Say • Common Sounds
Expresses feeling responses to music	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
Recognizes music in daily life.	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.
Explores musical opposites (long/slow, fast/slow, loud/soft).	<ul style="list-style-type: none"> • Book: Movin' to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
SUBDOMAIN: DANCE AND MOVEMENT	
P-CA 3. CHILD COORDINATES MOVEMENTS IN RESPONSE TO BEAT OR RHYTHM.	
Expresses what is felt and heard in various musical tempos and styles.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
Moves to different patterns of beat and rhythm in music.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
Uses creative movement to express concepts, ideas, or feelings.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-CA 3. CHILD COORDINATES MOVEMENTS IN RESPONSE TO BEAT OR RHYTHM <i>continued.</i>	
Demonstrates simple phrases of movement in time and space.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
Attentively observes a dance performance	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Recognizes dances from around the world.	<ul style="list-style-type: none"> • Sing Around the World Songs
SUBDOMAIN: VISUAL ARTS	
P-CA 4. CHILD CREATES ART WORK THAT DEPICTS OBJECTS AND EVENTS AND/OR EXPRESSES FEELINGS, THOUGHTS, AND IDEAS THROUGH A VARIETY OF TWO-DIMENSIONAL AND THREE-DIMENSIONAL PROCESSES AND SHARE ABOUT THEM. (E.G., PAINTING, PRINTING, DRAWING, COLORING, OBSERVATION, CUTTING, SHAPING, ROLLING, PULLING, PATTING, OBSERVING, IMITATION, PATTERNING, REPETITION)	
Uses different materials and techniques to make art creations	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations
Discusses one's own artistic creations and those of others.	<ul style="list-style-type: none"> • Book: Lizard and the Painted Rock • Squirrel's Sketches • Mama's Melody
Knows that works of art can represent people, places, and things.	<ul style="list-style-type: none"> • Book: Lizard and the Painted Rock • Squirrel's Sketches • Mama's Melody
Identifies art in daily life	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
Understands that artists have an important role in communities	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
SUBDOMAIN: DRAMATIC PLAY	
P-CA 5. CHILD INCORPORATES A VARIETY OF ELEMENTS (E.G., CHARACTER, THEME, SETTING, IDEA, PLOT, PROPS, COSTUME, AND MAKE-UP) INTO DRAMATIC PLAY WHILE USING A COLLECTION OF PROCESSES (E.G., ROLE-PLAY, IMITATION, OBSERVATION, LISTENING, GIVING OBJECTS ATTRIBUTES THEY DO NOT HAVE, PERSONIFICATION, PRETEND, VOCALIZE ENVIRONMENTAL SOUNDS, DRAMATIZE).	
Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
<p>P-CA 5. CHILD INCORPORATES A VARIETY OF ELEMENTS (E.G., CHARACTER, THEME, SETTING, IDEA, PLOT, PROPS, COSTUME, AND MAKE-UP) INTO DRAMATIC PLAY WHILE USING A COLLECTION OF PROCESSES (E.G., ROLE-PLAY, IMITATION, OBSERVATION, LISTENING, GIVING OBJECTS ATTRIBUTES THEY DO NOT HAVE, PERSONIFICATION, PRETEND, VOCALIZE ENVIRONMENTAL SOUNDS, DRAMATIZE) <i>continued.</i></p>	
<p>Responds to stories and plays.</p>	<p>Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.</p>
<p>Identifies/describes characters.</p>	<ul style="list-style-type: none"> • Describe Characters • Look at Details <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
<p>DOMAIN VII: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT</p>	
<p>SUBDOMAIN: GROSS MOTOR</p>	
<p>P-PMP 1 CHILD DEMONSTRATES CONTROL, STRENGTH, AND COORDINATION OF LARGE MUSCLES</p>	
<p>Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</p>	<p>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.</p>
<p>Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.</p>	<p>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.</p>
<p>Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</p>	<p>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.</p>
<p>P-PMP 2 CHILD USES PERCEPTUAL INFORMATION TO GUIDE MOTIONS AND INTERACTIONS WITH OBJECTS AND OTHER PEOPLE</p>	
<p>Demonstrates awareness of own body and other people’s space during interactions.</p>	<p>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.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Personal Space Circle
<p>Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.</p>	<p>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.</p>
<p>When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.</p>	<ul style="list-style-type: none"> • Song: Positioning • Position • Over, Under, Above, Below • Over, Under, and Through • Inside, Outside, Between • Top, Beside, and Bottom • Above, Below, Next to, On

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-PMP 2 CHILD USES PERCEPTUAL INFORMATION TO GUIDE MOTIONS AND INTERACTIONS WITH OBJECTS AND OTHER PEOPLE <i>continued</i>	
Changes directions when moving with little difficulty.	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.
SUBDOMAIN: FINE MOTOR	
P-PMP 3 CHILD DEMONSTRATES INCREASING CONTROL, STRENGTH, AND COORDINATION OF SMALL MUSCLES	
Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.	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.
SUBDOMAIN: HEALTH, SAFETY, AND NUTRITION	
P-PMP 4 CHILD DEMONSTRATES PERSONAL HYGIENE AND SELF-CARE SKILLS	
Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.	<ul style="list-style-type: none"> • Song: Health • Book: The Germs • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rubric
Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.	<ul style="list-style-type: none"> • Song: Health • Book: The Germs • Avoid Germs and Prevent Illness • Teeth
P-PMP 5 CHILD DEVELOPS KNOWLEDGE AND SKILLS THAT HELP PROMOTE NUTRITIOUS FOOD CHOICES AND EATING HABITS	
Identifies a variety of healthy and unhealthy foods.	<ul style="list-style-type: none"> • Song: Health • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	<ul style="list-style-type: none"> • Song: Health • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
Moderates food consumption based on awareness of own hunger and fullness.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

NORTH DAKOTA STANDARDS	WATERFORD RESOURCES
P-PMP 6 CHILD DEMONSTRATES KNOWLEDGE OF PERSONAL SAFETY PRACTICES AND ROUTINES	
Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids



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

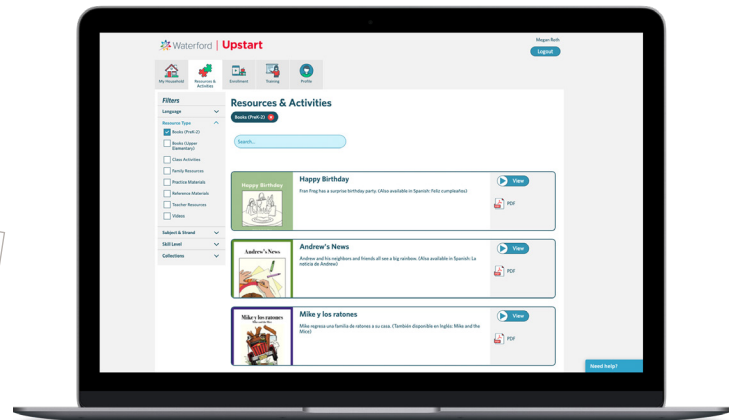
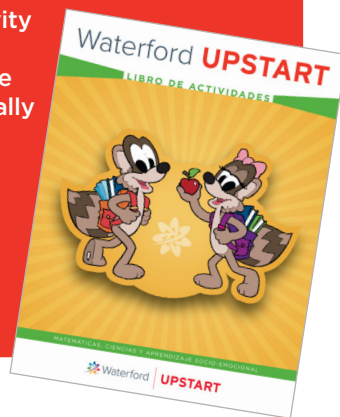
FAMILY ENGAGEMENT

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.