

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Idaho Early
Learning
Guidelines 2020*

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IDAHO STANDARDS	WATERFORD RESOURCES
DOMAIN 1: APPROACHES TO LEARNING, EXECUTIVE FUNCTION, AND COGNITIVE DEVELOPMENT	
SUB-DOMAIN: LEARNING APPROACHES	
CURIOSITY, MOTIVATION, EXPLORATION, AND EXPERIMENTATION	
<i>Goal 1: Children show curiosity and interest in learning and experimenting.</i>	
Become inquisitive; seeking information to build understanding and gaining descriptive vocabulary to seek understanding.	<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 • Math Books • Science Books (See titles at end of document.) • Science Investigation
CREATIVITY AND INVENTIVENESS	
<i>Goal 2: Children are able to generate new ideas, approaches, and activities in daily routines.</i>	
Expand personal expression through inventive language and play.	<ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? • How Things Work
CONFIDENCE AND INITIATIVE	
<i>Goal 3: Children are confident to initiate and complete activities using a variety of approaches.</i>	
Display initiative and confidence interacting in a variety of social and physical settings.	<ul style="list-style-type: none"> • Books: Mine; José Three; Grandpa’s Great Athlete • Clubhouse • Marmot’s Basket • My Family • Come Inside • Find Me! • Musical Mayhem
SUB-DOMAIN: EXECUTIVE FUNCTION	
COGNITIVE SELF-REGULATION/PERSISTENCE AND ATTENTIVENESS	
<i>Goal 4: Children demonstrate an expanding ability to develop and carry out plans.</i>	
Develop schemas for how things work and attempt more complex tasks requiring problem-solving strategies.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Observe a Simple System • Build Knowledge • Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health <p>Resources:</p> <ul style="list-style-type: none"> • How Things Work
<i>Goal 5: Children sustain attention to tasks even when faced with challenges and frustration.</i>	
Use trial and error skills and attention for more complex tasks.	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.

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<i>Goal 6: Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</i>	
<p>Display different levels of initiative and confidence in exploring a wider variety of social and physical settings. Can recognize emotional states in themselves and others and problem solve around emotional issues, with adult assistance.</p>	<ul style="list-style-type: none"> Books: Mine; Grandpa’s Great Athlete; I Hate Peas; Ooey, Goey Mud; Lumpy Mush; Jose Three; Play Ball; Movin to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> Lots of Feelings Guess How I’m Feeling Feelings Poster Emotion Cards
MENTAL FLEXIBILITY/REFLECTION AND INTERPRETATION	
<i>Goal 7: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</i>	
<p>Take more risks by extending previous learning to the exploration of new settings, people, and objects.</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; Where in the World Would You Go Today? Science Investigation Build Knowledge Connect to Me
WORKING MEMORY/CONCEPT FORMATION	
<i>Goal 8: Children use prior relationships, experiences, and knowledge to expand understanding.</i>	
<p>Connect current behavior and past experience to new situations, relationships, and problem-solving.</p>	<p>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>
WORKING MEMORY/IMITATION	
<i>Goal 9: Children show emerging ability to imitate behaviors that they have observed.</i>	
<p>Use imitation as a foundation for symbolic play and sequencing.</p>	<ul style="list-style-type: none"> Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> Role Play How Things Work
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES	
REASONING AND LOGIC	
<i>Goal 10: Children demonstrate awareness of cause and effect relationships.</i>	
<p>Are aware of and interested in simple causal relationships. Uses magical thinking.</p>	<ul style="list-style-type: none"> Push and Pull Pretend Play Do I Have To? It’s Not Fair! Broken Lamp Baby’s Ball <p>Resources:</p> <ul style="list-style-type: none"> Consequences Cards

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REASONING AND LOGIC/PROBLEM-SOLVING	
<i>Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.</i>	
<p>Are increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective-taking experiments.</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; Where in the World Would You Go Today? • Science Investigation • Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health
<i>Goal 12: Children expand abilities for conjecture, hypothesizing, and guessing.</i>	
<p>Testing ideas about how things work in a variety of social and physical settings.</p>	<ul style="list-style-type: none"> • Song: The Scientific Method • Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health • Science Investigation • Push and Pull • Marmot’s Basket <p>Resources:</p> <ul style="list-style-type: none"> • How Things Work
REASONING AND LOGIC/CRITICAL AND ANALYTICAL THINKING	
<i>Goal 13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.</i>	
<p>Are eager to explore a wider variety of people, objects, and situations and can use past experience and observations in novel ways in unfamiliar situations.</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 • Build Knowledge • Connect to Me <p>Resources:</p> <ul style="list-style-type: none"> • How Things Work
REPRESENTATIONAL THOUGHT AND PLAY	
<i>Goal 14: Children participate in exploratory play.</i>	
<p>Explore materials and actions.</p>	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket • Materials • Magnets • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play
<i>Goal 15: Children participate in pretend or symbolic play.</i>	
<p>Use elaborate plots, shared scripts, and multiple sequences and roles, with a mixture of reality and fantasy.</p>	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play • Distinguish between Fantasy and Reality • Real and Make-believe <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?

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<i>Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.</i>	
Use symbolic expression in arts, communication, and quantity.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Squirrel's Sketches • Papa's Play • Mama's Melody
DOMAIN 2: PHYSICAL WELL-BEING, HEALTH, AND MOTOR DEVELOPMENT	
SUB-DOMAIN: MOTOR DEVELOPMENT	
GROSS MOTOR SKILLS: BALANCE, MOVEMENT, AND COORDINATION	
<i>Goal 17: Children demonstrate strength and coordination of large motor muscles.</i>	
Coordinate whole body to move in complex ways with strength, agility, and balance.	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. Resources: <ul style="list-style-type: none"> • Yoga Booklet
FINE-MOTOR SKILLS: PREHENSION, REACHING, AND MANIPULATION	
<i>Goal 18: Children demonstrate strength and coordination of small motor muscles.</i>	
Use fingers and hands for purposeful tasks.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
SENSORY MOTOR SKILLS	
<i>Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</i>	
Coordinate motor activities based on sensory input.	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Science Investigation • Sight • Touch • Hearing • Taste • Smell
PHYSICAL FITNESS	
<i>Goal 20: Children demonstrate the stamina and energy to participate in daily activities.</i>	
Sustain strength for increased periods of time	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.
PHYSICAL FITNESS	
<i>Goal 21: Children engage in a variety of physical activities.</i>	
Participate in a variety of age appropriate movement and physical daily activities.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest Resources: <ul style="list-style-type: none"> • Yoga Booklet

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SUB-DOMAIN: HEALTH AND PERSONAL CARE	
DAILY LIVING SKILLS	
<i>Goal 22: Children practice basic personal care routines.</i>	
Initiate and carry out personal care routines, with and without assistance.	<ul style="list-style-type: none"> • Song: Health Resources: • Hand Washing Rebus • Food Pictures (Healthy Eating) • My Healthy Plate
<i>Goal 23: Children demonstrate personal health and hygiene skills.</i>	
Demonstrate independence in personal hygiene skills.	<ul style="list-style-type: none"> • Teeth Resources: • Hand Washing Rebus • Food Pictures (Healthy Eating) • My Healthy Plate
SUB-DOMAIN: NUTRITION AND FEEDING	
NUTRITION	
<i>Goal 24: Children eat a variety of nutritious foods.</i>	
Participate in mealtime routines with increasing independence and become more consistent at using utensils to eat and serve self. Eat a variety of foods and learn about food through observation and modeling during mealtimes.	<ul style="list-style-type: none"> • Song: Health • Healthy Food Resources: • My Healthy Plate • Food Pictures (Healthy Eating)
SUB-DOMAIN: SAFETY	
SAFE PRACTICES	
<i>Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations.</i>	
Demonstrate an awareness and understanding of harmful objects and situations and respond, with and without assistance.	<ul style="list-style-type: none"> • Songs: Storms; Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety Resources: • Emergency Preparedness for Kids • Fire Safety Activities for Kids
RULES AND REGULATIONS	
<i>Goal 26: Children demonstrate awareness and understanding of safety rules.</i>	
Follow safety rules, with and without assistance.	<ul style="list-style-type: none"> • Songs: Storms; Sun Blues • Book: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety Resources: • Emergency Preparedness for Kids • Fire Safety Activities for Kids

IDAHO STANDARDS	WATERFORD RESOURCES
DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT	
SUB-DOMAIN: SOCIAL DEVELOPMENT	
INTERACTION WITH ADULTS	
<i>Goal 27: Children trust, interact with, and seek assistance from adults.</i>	
Show confidence in seeking assistance from familiar adults.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
INTERACTION WITH PEERS	
<i>Goal 28: Children develop friendships with peers.</i>	
Engage in mutual social play that involves cooperation and shared purpose.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<i>Goal 29: Children demonstrate positive negotiation skills.</i>	
Solve problems and communicate ideas with a peer, with adult supervision.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
PRAGMATIC BEHAVIOR	
<i>Goal 30: Children demonstrate awareness of behavior and its effects on others.</i>	
Anticipate the impact of behaviors on 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.”
<i>Goal 31: Children participate positively in group activities.</i>	
Participate in a group activity in a cooperative manner and sustain play toward a common goal with other children.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
<i>Goal 32: Children demonstrate sympathy and empathy.</i>	
Recognize and respond to another’s emotions and situation.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Papa’s Thumb • Noisy Children
<i>Goal 33: Children develop a sense of humor.</i>	
Use novel language, sounds, and meanings to initiate interaction with adults and peers. Use physical humor for social purposes.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
APPRECIATING DIVERSITY	
<i>Goal 34: Children adapt to diverse settings.</i>	
Adjust/transition to new settings and people, with and without adult assistance.	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.
<i>Goal 35: Children recognize, appreciate, and respect similarities and differences in people.</i>	
Are curious about why they are different to and similar to others.	<ul style="list-style-type: none"> • Song: Same and Different • Books: Mine; José Three

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SUB-DOMAIN: EMOTIONAL DEVELOPMENT	
SELF-CONCEPT	
<i>Goal 36: Children perceive themselves as unique individuals.</i>	
Use strategies to differentiate themselves from others, and to get their needs met.	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Lost and Found • Squirrel's Blocks • Lost Dinosaur <p>Resources:</p> <ul style="list-style-type: none"> • Feelings Posters • Lots of Feelings • Guess How I'm Feeling
SELF-EFFICACY	
<i>Goal 37: Children demonstrate belief in their abilities.</i>	
Develop sense of competence.	<ul style="list-style-type: none"> • Books: Mine; José Three; Grandpa's Great Athlete • Boo Hoo Baby • Baby's Ball
SELF-CONTROL	
<i>Goal 38: Children regulate their feelings and impulses.</i>	
Become increasingly able to control actions, words, and emotions in response to a situation or an adult request, with some adult assistance.	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."
DOMAIN 4: GENERAL KNOWLEDGE	
SUB-DOMAIN: MATHEMATICS AND NUMERACY	
NUMBER SENSE AND OPERATIONS	
<i>Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</i>	
Use number words and concepts to explore and manipulate quantity, size, and relationships.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than; Addition; Circus Subtraction; Bakery Subtraction; Subtract Those Cars; On the Bayou; A Nice Addition; Savanna Size • Books: For the Birds; Five Delicious Muffins • Counting Songs • Number Counting • Number Instruction • Bug Bits • Make and Count Groups • Match Numbers • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than • Add Groups • Subtract Groups

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MEASUREMENT	
<i>Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).</i>	
Use geometric modeling and spatial reasoning according to different dimensions.	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants; Positioning • Capacity • Length • Position • Big and Little • Tall and Short • Heavy and Light • Size • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last
PROPERTIES OF ORDERING	
<i>Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem-solving.</i>	
Sort, classify, and order objects by color, number, size, or shape. Form simple patterns involving color, number, size, and shape.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Train Station Patterns; All Sorts of Laundry • Book: Buttons, Buttons • Big and Little • Heavy and Light • Size • Order Size • Make Comparisons • Big Little Animals • Large Small Toys • Tall and Short • Patterns • Pattern: AB; ABB; ABC
SUB-DOMAIN: SCIENCE	
SCIENTIFIC INQUIRY	
<i>Goal 42: Children observe, describe, and collect information by exploring the world around them.</i>	
Call attention to, describe, discuss, and explain observable similarities and differences among objects or events.	<ul style="list-style-type: none"> • Song: Same and Different • Match • Observe a Simple System • Look at Details
SCIENTIFIC INQUIRY –THINKING, ASKING, ACTING, AND SOLVING PROBLEMS	
<i>Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.</i>	
Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System • Experiments: Pollution; Plant; Matter; Weather; Rocks; Ecosystems; Herbivores, Carnivores and Omnivores; Health

IDAHO STANDARDS	WATERFORD RESOURCES
SUB-DOMAIN: SOCIAL STUDIES	
SOCIAL STUDIES	
<i>Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.</i>	
Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines.	<ul style="list-style-type: none"> • Books: Mine; José Three; The Story Cloth; In the Rain • Clubhouse • Come Inside • My Name Is Squirrel
<i>Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).</i>	
Follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events.	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.
SUB-DOMAIN: CREATIVE ARTS	
EXPRESSION AND REPRESENTATION	
<i>Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.</i>	
Uses artistic expression and language to communicate emotions and make meaning of experiences.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
UNDERSTANDING AND APPRECIATION	
<i>Goal 47: Children demonstrate understanding and appreciation of creative arts.</i>	
Respond to and create symbolic and representation art, music, dance, and dramatic themes.	<ul style="list-style-type: none"> • Songs: Colors, Colors; The Painted Rooster • Books: Lizard and the Painted Rock; Movin’ to the Music Time • Squirrel’s Sketches • Papa’s Play • Baby’s Ballet • Mama’s Melody
DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY	
SUB-DOMAIN: COMMUNICATION	
LISTENING	
<i>Goal 48: Children demonstrate the meaning of language by listening</i>	
Understand messages in conversations, directions, music, and stories.	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 detailed, multi-step directions.
ORAL COMMUNICATION	
<i>Goal 49: Children communicate effectively.</i>	
Use communication with purpose to convey a message.	Social-emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.

IDAHO STANDARDS	WATERFORD RESOURCES
CONVENTIONS OF SOCIAL COMMUNICATION	
<i>Goal 50: Children comprehend and use conventions of social communication.</i>	
Actively seek and engage in social interactions.	Social-emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
SUB-DOMAIN: LANGUAGE	
VOCABULARY	
<i>Goal 51: Children use receptive vocabulary.</i>	
Use responses that demonstrate an increased knowledge of specific concepts.	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 detailed, multi-step directions.
<i>Goal 52: Children use expressive vocabulary.</i>	
Use phrases and sentences with functional and descriptive vocabulary	All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts.
GRAMMAR AND SYNTAX	
<i>Goal 53: children demonstrate progression in grammar and syntax.</i>	
Use basic conventions of grammar and syntax.	Social-emotional videos model conversations between characters with appropriate conversation rules as characters communicate in complete sentences demonstrating basic grammar and syntax.
COMPREHENSION	
<i>Goal 54: Children demonstrate comprehension and meaning in language.</i>	
Respond verbally and non- verbally to verbal and gestural communication.	Social-emotional videos model conversations between various characters with appropriate conversation rules as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
EXPRESSIVE/ORAL LANGUAGE	
<i>Goal 55: Children use language for a variety of purposes.</i>	
Follow social conventions to access, gain, and share information.	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.
SUB-DOMAIN: LITERACY	
READING	
<i>Goal 56: Children develop phonological awareness.</i>	
Manipulate phonemes to make new words and to rhyme.	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • Barnyard Bash • Circus Clown Climbers

IDAHO STANDARDS	WATERFORD RESOURCES
<i>Goal 57: Children demonstrate awareness of letters and symbols.</i>	
Recognize letters as special symbols to represent spoken language.	<ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Letters Make Words
<i>Goal 58: Children demonstrate awareness of print concepts.</i>	
Know that languages and words can be in written form.	<ul style="list-style-type: none"> • Letters Make Words • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
<i>Goal 59: Children demonstrate comprehension of printed materials and oral stories.</i>	
Understand information from oral stories, reading books, and pictures.	<ul style="list-style-type: none"> • Read With Me Books • Read-Along Books • Informational Books (See titles at end of document.) • Picture Story • Words Tell About the Pictures
<i>Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.</i>	
Use books and written materials to gain information and enjoyment.	<ul style="list-style-type: none"> • Read With Me Books • Read-Along Books • Informational Books (See titles at end of document.) • Picture Story
WRITING	
<i>Goal 61: Children demonstrate knowledge and use of letters and symbols.</i>	
Begin to write and draw to communicate language.	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.
<i>Goal 62: Children use writing skills and demonstrate knowledge of writing conventions.</i>	
Use tools to write and draw	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<i>Goal 63: Children use writing for a variety of purposes.</i>	
Make scribbles, pictures, and symbols with meaning.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing)
SUB-DOMAIN: ENGLISH LANGUAGE LEARNERS	
DUAL LANGUAGE ACQUISITION	
<i>Goal 64: Children demonstrate competency in home language while acquiring beginning proficiency in English</i>	
Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information and uses phrases and sentences with more complex vocabulary in home language.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.



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

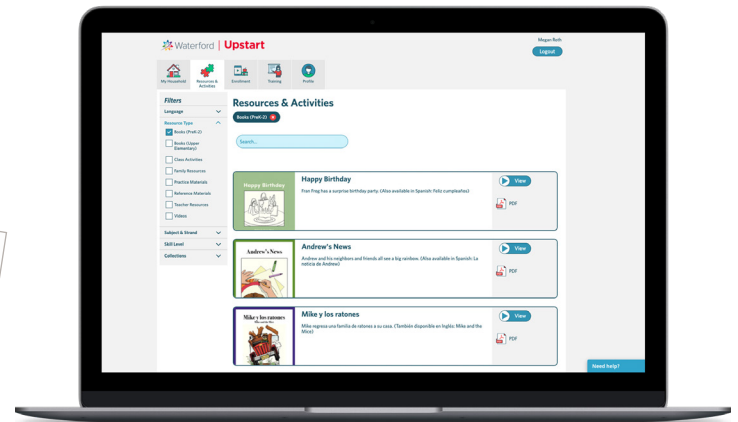
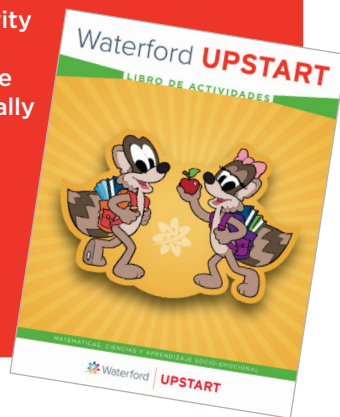
FAMILY ENGAGEMENT

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, Goopy 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.