

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Texas
Prekindergarten
Guidelines 2015*

TABLE OF CONTENTS

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	1
A. Self Concept Skills	1
B. Self Regulation Skills	1
C. Relationships with Others	2
D. Social Awareness Skills	2
II. LANGUAGE AND COMMUNICATION DOMAIN	3
A. Listening Comprehension Skills	3
B. Speaking (Conversation) Skills	3
C. Speech Production Skills	4
D. Vocabulary Skills	4
E. Sentences and Structure Skills	5
III. EMERGENT LITERACY--READING DOMAIN	5
A. Motivation to Read Skills	5
B. Phonological Awareness Skills	5
C. Alphabet Knowledge Skills	6
D. Comprehension of Text Read Aloud Skills	7
E. Print Concepts	7
IV. EMERGENT LITERACY--WRITING DOMAIN	7
A. Motivation to Write Skills	7
B. Writing as a Process	8
C. Conventions in Writing	8
V. MATHEMATICS DOMAIN	8
A. Counting Skills	8
B. Adding to/Taking Away Skills	9
C. Geometry and Spatial Sense Skills	10
D. Measurement Skills	10
E. Classification and Patterns Skills	10
VI. SCIENCE DOMAIN	11
A. Physical Science Skills	11
B. Life Science Skills	11
C. Earth and Space Science Skills	12
VII. SOCIAL STUDIES DOMAIN	12
A. People, Past and Present Skills	12
B. Economic Skills	13
C. Geography Skills	13
D. Citizenship Skills	13
VIII. FINE ARTS DOMAIN	13
A. Art Skills	13
B. Music Skills	14
C. Dramatic Expression Skills	14

IX. PHYSICAL DEVELOPMENT DOMAIN	14
A. Gross Motor Development Skills	14
B. Fine-Motor Development Skills	14
C. Personal Safety and Health Skills	14
X. TECHNOLOGY APPLICATIONS DOMAIN	15
A. Technology and Devices Skills	15
WATERFORD BOOKS AND RELATED ACTIVITIES	16
WATERFORD FAMILY ENGAGEMENT RESOURCES	19

TEXAS STANDARDS	WATERFORD RESOURCES
I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	
A. SELF CONCEPT SKILLS	
I.A.1. Child is aware of where own body is in space and respects personal boundaries.	Resources: • Personal Space Circle
I.A.2. Child shows self-awareness and can express pride in age appropriate abilities and skills.	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.A.3. Child shows reasonable opinion of his own abilities and limitations.	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.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	<ul style="list-style-type: none"> • Book: My Super Sticky Sandwich • Baby’s Blocks • Baby Wants Berries • Musical Mayhem • Boo Hoo Baby
B. SELF REGULATION SKILLS	
1. BEHAVIOR CONTROL	
I.B.1.a. Child follows classroom rules and routines with occasional reminders from 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.
I.B.1.b. Child takes care of and manages classroom materials.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children care for others’ property as well as their own.
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
2. EMOTIONAL CONTROL	
I.B.2.a. Child begins to understand difference and connection between emotions/feelings and behaviors.	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.B.2.b. Child can communicate basic emotions/feelings.	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? • Lost and Found Resources: <ul style="list-style-type: none"> • Lots of Feelings • Guess How I’m Feeling • Feelings Poster • Emotion Cards
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	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.”

TEXAS STANDARDS	WATERFORD RESOURCES
3. CONTROL OF ATTENTION	
I.B.3.a. Child sustains attention to personally chosen or routine (teacher directed) tasks until completed.	Children build persistence in Waterford with ongoing support and encouragement. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task.
C. RELATIONSHIPS WITH OTHERS	
I.C.1. Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults.	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.C.2. Child assumes various roles and responsibilities as part of a classroom community.	<ul style="list-style-type: none"> • Clubhouse • Baby’s Berries • The Picnic • Dinner Time <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Clean Up Together • Garbage Elves • What Would You Do?
I.C.3. Child shows competence in initiating social interactions.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? • This Belongs to a Friend
I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
I.C.6. Child demonstrates empathy and caring for others.	<ul style="list-style-type: none"> • Book: Photos for Phil • Boo Hoo Baby • Baby’s Berries • Baby’s Ball • Musical Mayhem
I.C.7. Child interacts with a variety of playmates and may have preferred friends.	<ul style="list-style-type: none"> • Book: Can We Still Be Friends?; Will You Play With Me?; Friends; Moving Day; The Snow Project • Clubhouse • Marmot’s Basket • Musical Mayhem
D. SOCIAL AWARENESS SKILLS	
I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Lots of Feelings • Guess How I’m Feeling

TEXAS STANDARDS	WATERFORD RESOURCES
II. LANGUAGE AND COMMUNICATION DOMAIN	
A. LISTENING COMPREHENSION SKILLS	
II.A.1. Child shows understanding by responding appropriately.	While interacting with Waterford, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions. (ELL) Child shows understanding by following one to two-step oral directions in English.	While interacting with Waterford, children listen to and follow multi-step directions. Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.
II.A.3. Child shows understanding of the language being spoken by teachers and peers. (ELL) Child shows understanding of the new language being spoken by English-speaking teachers and peers.	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.
B. SPEAKING (CONVERSATION) SKILLS	
II.B.1. Child is able to use language for different purposes.	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.
II.B.2. Child engages in conversations in appropriate ways.	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.
II.B.3. Child provides appropriate information for various situations.	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.
II.B.4. Child demonstrates knowledge of verbal conversational rules.	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.
II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	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.
II.B.6. Child matches language to social contexts.	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.

TEXAS STANDARDS	WATERFORD RESOURCES
C. SPEECH PRODUCTION SKILLS	
II.C.1. Child’s speech is understood by both the teacher and other adults in the school.	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
II.C.2. Child perceives differences between similar sounding words.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language. (ELL) Child investigates and demonstrates growing understanding of the sounds and intonation of the English language.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room
D. VOCABULARY SKILLS	
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	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.
II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses. (ELL) Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses.).	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.
II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	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.
II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.	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.
II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning comprehension practice they receive while interacting with the activities.

TEXAS STANDARDS	WATERFORD RESOURCES
E. SENTENCES AND STRUCTURE SKILLS	
II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<ul style="list-style-type: none"> • Songs: Nouns; More Than One; Verbs; It Happened Yesterday • Nouns • Plural Nouns • Verbs
II.E.3. Child uses sentences with more than one phrase.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
II.E.4. Child combines more than one idea using complex sentences.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
II.E.6. (ELL) Child engages in various forms of nonverbal communication with those who do not speak her native language.	<ul style="list-style-type: none"> • Sing Around the World Songs
II.E.7. (ELL) Child uses single words and simple phrases to communicate meaning in social situations.	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.
II.E.8. (ELL) Child attempts to use new vocabulary and grammar in speech.	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning comprehension practice they receive while interacting with the activities.
III. EMERGENT LITERACY--READING DOMAIN	
A. MOTIVATION TO READ SKILLS	
III.A.1. Child engages in pre-reading and reading-related activities.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
III.A.2. Child self-selects books and other written materials to engage in prereading behaviors.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Picture Story
III.A.3. Child recognizes that text has meaning.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures • Picture Story
B. PHONOLOGICAL AWARENESS SKILLS	
III.B.1. Child separates a normally spoken four word sentence into individual words.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match
III.B.2. Child combines words to make a compound word.	<ul style="list-style-type: none"> • Song: Compound Words
III. B.3. Child deletes a word from a compound word.	<ul style="list-style-type: none"> • Take Away Syllables

TEXAS STANDARDS	WATERFORD RESOURCES
B. PHONOLOGICAL AWARENESS SKILLS <i>continued</i>	
III.B.4. Child blends syllables into words.	<ul style="list-style-type: none"> • Syllable • Syllable Safari
III.B.5. Child can segment a syllable from a word.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables
III.B.6. Child can recognize rhyming words.	<ul style="list-style-type: none"> • Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound
III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one syllable word with and without pictorial support.	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon
III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon
C. ALPHABET KNOWLEDGE SKILLS	
III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	<ul style="list-style-type: none"> • ABC Songs • Letter Match (Alphabet Review) • Alphabet Introduction (Distinguish Letters) • Letter Checker • Fast Letter Fun • Find the Letter • Name That Letter • Name Game (What's Your Name?)
III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound
III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound

TEXAS STANDARDS	WATERFORD RESOURCES
D. COMPREHENSION OF TEXT READ ALOUD SKILLS	
III.D.1. Child retells or re-enacts a story after it is read aloud.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<ul style="list-style-type: none"> • Song: Let’s Compare • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Compare Characters • Describe Characters • Sort
III.D.3. Child asks and responds to questions relevant to the text read aloud.	<ul style="list-style-type: none"> • Find an Answer • Picture Clues
III.D.4. Child will make inferences and predictions about text.	<ul style="list-style-type: none"> • Peek at the Story • Picture Clues
E. PRINT CONCEPTS	
III.E.1. Child can distinguish between elements of print including letters, words, and pictures.	<ul style="list-style-type: none"> • Alphabet Introduction (Distinguish Letters) • Print Concepts • Letters Make Words • Words Tell About the Pictures
III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality
III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.	<ul style="list-style-type: none"> • Songs: Sentence Marks; What Is a Sentence? • Sentence Marks • Sentences
IV. EMERGENT LITERACY--WRITING DOMAIN	
A. MOTIVATION TO WRITE SKILLS	
IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.

TEXAS STANDARDS	WATERFORD RESOURCES
B. WRITING AS A PROCESS	
IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	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.
IV.B. 2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	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.
IV. B.3. Child shares and celebrates class-made and individual written products.	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.
C. CONVENTIONS IN WRITING	
IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	<ul style="list-style-type: none"> • Name Game (What’s Your Name?) • Letter Trace (Letter Picture Writing)
IV. C. 2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) • Letter Sound Songs • Letter Sound • Name That Letter Sound • Letter Sound Screening • Sound Room
IV.C.3. Child independently uses letters to make words or parts of words.	<ul style="list-style-type: none"> • Letter Pictures • Letter Trace (Letter Picture Writing) • Letter Match (Alphabet Review)
IV. C 4. Child uses appropriate directionality when writing (top to bottom, left to right).	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion.</p> <ul style="list-style-type: none"> • Print Concepts • Print Directionality
IV.C.5. Child begins to experiment with punctuation when writing.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks
V. MATHEMATICS DOMAIN	
A. COUNTING SKILLS	
V.A.1. Child knows that objects, or parts of an object, can be counted.	<ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Match Numbers • One-to-one Correspondence
V.A.2. Child uses words to rote count from 1 to 30.	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Order Numbers • Number Instruction

TEXAS STANDARDS	WATERFORD RESOURCES
A. COUNTING SKILLS <i>continued</i>	
V.A.3. Child counts 1- 10 items, with one count per item.	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Make and Count Groups • Match Numbers • One-to-one Correspondence
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Order Numbers • Number Line • Number Chart • Counting Puzzle
V.A.5. Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.	<ul style="list-style-type: none"> • One-to-one Correspondence • Match Numbers • Number Instruction • Number Counting • Make and Count Groups • Counting Puzzle
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Make and Count Groups • Match Numbers • One-to-one Correspondence
V.A.7. Child uses the verbal ordinal terms.	<ul style="list-style-type: none"> • Song: Ordinals • Book: The Circus Came to Town • Ordinal Numbers
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits
V.A.9. Child recognizes one-digit numerals, 0-9.	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Order Numbers • Number Instruction
B. ADDING TO/TAKING AWAY SKILLS	
V.B.1. Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.	<ul style="list-style-type: none"> • Songs: On the Bayou; Addition • Books: Five Delicious Muffins • Make and Count Groups • Add Groups • Act Out Addition
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set.	<ul style="list-style-type: none"> • Songs: Bakery Subtraction; Circus Subtraction • Books: Five Delicious Muffins • Make and Count Groups • Subtract Groups • Act Out Subtraction
V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.	<ul style="list-style-type: none"> • Song: Greater Than, Less Than; More Than, Fewer Than • Make and Count Groups • More Than, Less Than • More Than, Fewer Than

TEXAS STANDARDS	WATERFORD RESOURCES
C. GEOMETRY AND SPATIAL SENSE SKILLS	
V.C.1. Child names common shapes.	<ul style="list-style-type: none"> • Song: Shapes, Shapes, Shapes; Corners and Sides; Kites • Book: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon
V.C.2. Child creates shapes.	<ul style="list-style-type: none"> • Geoboard • Tangrams <p>Resources:</p> <ul style="list-style-type: none"> • Shape Puzzles
V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Positioning; Monster Trucks • Book: Up in the Air • Position • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	<ul style="list-style-type: none"> • Song: Congruent Parts • Congruence • Similar Figures • Geoboard • Tangrams
D. MEASUREMENT SKILLS	
V.D.1. Child recognizes and compares heights or lengths of people or objects.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Length • Tall and Short • Order Size
V.D.2. Child recognizes how much can be placed within an object.	<ul style="list-style-type: none"> • Capacity
V.D.3. Child informally recognizes and compares weights of objects or people.	<ul style="list-style-type: none"> • Song: Large, Larger, Largest • Weight • Heavy and Light • Order Size
V.D.4. Child uses language to describe concepts associated with the passing of time.	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow
E. CLASSIFICATION AND PATTERNS SKILLS	
V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Big and Little • Match
V.E.2. Child collects data and organizes it in a graphic representation.	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Calendar/Graph Weather • Observe a Simple System
V.E.3. Child recognizes and creates patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC

TEXAS STANDARDS	WATERFORD RESOURCES
VI. SCIENCE DOMAIN	
A. PHYSICAL SCIENCE SKILLS	
VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects.	<ul style="list-style-type: none"> • Song: Savanna Size; Large, Larger, Largest; Solid or Liquid; Same and Different; Five Senses; I Am Part of All I See • Size • Length • Weight • Heavy and Light • Tall and Short • Big and Little • Solid and Liquid • Big Little Animals • Large Small Toys
VI.A.2. Child observes, investigates describes and discusses position and motion of objects.	<ul style="list-style-type: none"> • Song: Get Over the Bugs; Positioning; Monster Trucks • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last
VI.A.3. Child uses simple measuring devices to learn about objects.	<ul style="list-style-type: none"> • Length • Capacity • Weight • Measurement Tools
VI.A.4. Child observes investigates describes and discusses sources of energy including light, heat, and electricity.	<ul style="list-style-type: none"> • Song: Sun Blues • Books: Lightning Bells; My Family Campout; Thump, Bump!; Moon Song; Warm Soup for Dedushka • Sun
B. LIFE SCIENCE SKILLS	
VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: Guess What I Am; Creepy Crawlers • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal
VI.B.2. Child describes life cycles of organisms.	<ul style="list-style-type: none"> • Song: Plants are Growing • Books: The Old Maple Tree; A Seed Grows • Amphibians • Plants • Observe a Simple System

TEXAS STANDARDS	WATERFORD RESOURCES
B. LIFE SCIENCE SKILLS <i>continued</i>	
VI.B.3. Child observes, investigates, describes and discusses the relationship of organisms to their environments.	<ul style="list-style-type: none"> • Song: I Am Part of All I See; Seasons • Book: That’s What I Like: A Book About Seasons • Rainforests • Mountains • Oceans • Deserts • Spring • Summer • Fall • Winter • Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians
C. EARTH AND SPACE SCIENCE SKILLS	
VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.	<ul style="list-style-type: none"> • Materials • Rocks • Natural Resources
VI.C.2. Child identifies, observes, and discusses objects in the sky.	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon, Precipitation • Books: Star Pictures; Moon Song • Sun • Moon • Clouds • Constellations
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	<ul style="list-style-type: none"> • Song: Seasons • Books: Moon Song; That’s What I Like: A Book About Seasons • Sun • Moon • Constellations • Spring • Summer • Fall • Winter
VI.C.4. Child demonstrates the importance of caring for our environment and our planet.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water
VII. SOCIAL STUDIES DOMAIN	
A. PEOPLE, PAST AND PRESENT SKILLS	
VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.	<ul style="list-style-type: none"> • Song: Tortillas, Tortillas • Books: Seeing Fingers; In the Rain; José Three; Fourteen Camel Caravan; Mine; David Next Door; Noise? What Noise?; Lorenzo’s Llama
VII.A.2. Child identifies similarities and differences in characteristics of families.	<ul style="list-style-type: none"> • Books: Mine; José Three • My Family • Soup’s On!
VII.A.3. Child connects their life to events, time, and routines	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge

TEXAS STANDARDS	WATERFORD RESOURCES
B. ECONOMIC SKILLS	
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	<ul style="list-style-type: none"> • Song: Food From Plants • Books: Whatever the Weather; Everybody Needs to Eat • Food From Plants • Healthy Food
VII.B. 2. Child demonstrates understanding of what it means to be a consumer.	<ul style="list-style-type: none"> • Books: Follow the Apples; Bugs for Sale
VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, and initiative to help develop skills needed to be responsible citizens.
C. GEOGRAPHY SKILLS	
VII.C.1. Child identifies and creates common features in the natural environment.	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Book: Where in the World Would You Go Today? • Rainforests • Mountains • Oceans • Deserts • Rocks • Natural Resources • Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians
VII.C.2. Child explores geography tools and resources	Sing Around the World Songs introduction includes a map showing the location and the flag of the country represented.
D. CITIZENSHIP SKILLS	
VII.D.1. Child identifies flags of the United States and Texas.	<p>Resources:</p> <ul style="list-style-type: none"> • US Flag • Happy Flag Day Coloring Page • Moon Landing Poster
VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.	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.
VII.D.3. The child engages in voting as a method for group decision-making.	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.
VIII. FINE ARTS DOMAIN	
A. ART SKILLS	
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
VIII.A.2. Child uses art as a form of creative self-expression and representation.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of 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.

TEXAS STANDARDS	WATERFORD RESOURCES
B. MUSIC SKILLS	
VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	Students may be asked to touch the screen, say or sing along, or manipulate the cursor to select an individual word or a phrase. <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Sing Around the World Songs • ABC Songs • Sound Songs • Vowel Songs <i>Resources:</i> <ul style="list-style-type: none"> • Hi! Notes
VIII.B.2. Child responds to different musical styles through movement and play.	<ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Baby’s Ballet • Mama’s Melody <i>Resources:</i> <ul style="list-style-type: none"> • Hi! Notes
C. DRAMATIC EXPRESSION SKILLS	
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	<ul style="list-style-type: none"> • Pretend Play • Papa’s Play <i>Resources:</i> <ul style="list-style-type: none"> • Role Play • What Would You Do?
IX. PHYSICAL DEVELOPMENT DOMAIN	
A. GROSS MOTOR DEVELOPMENT SKILLS	
IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)	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.
IX.A.2. Child coordinates sequence of movements to perform tasks.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
B. FINE-MOTOR DEVELOPMENT SKILLS	
IX.B.1. Child shows control of tasks that require small-muscle strength and control.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
C. PERSONAL SAFETY AND HEALTH SKILLS	
IX.C.1. Child practices good habits of personal safety.	<ul style="list-style-type: none"> • Song: Storms • Lightning Safety <i>Resources:</i> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids

TEXAS STANDARDS	WATERFORD RESOURCES
C. PERSONAL SAFETY AND HEALTH SKILLS <i>continued</i>	
IX.C.2. Child practices good habits of personal health and hygiene.	<ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Germs • Avoid Germs and Prevent Illness • Exercise and Rest <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus
IX.C.3. Child identifies good habits of nutrition and exercise.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
X. TECHNOLOGY APPLICATIONS DOMAIN	
A. TECHNOLOGY AND DEVICES SKILLS	
X.A.1. Child opens and navigates through digital learning applications and programs.	Children select the Waterford icon to begin their sessions. While interacting with Waterford, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
X.A.2. Child uses, operates, and names a variety of digital tools.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).
X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.	Many activities in Waterford offer children choices and encourages them to express their own ideas. One example: Coloring Game (Make a Scene) reviews letter name, shape, and sound, and colors.
X.A.4. Child uses technology to access appropriate information.	Children access Waterford by selecting the desktop icon.
X.A.5. Child practices safe behavior while using digital tools and resources.	Waterford is mindful of screen time and the session ends after the recommended 15 minutes of daily instruction.



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



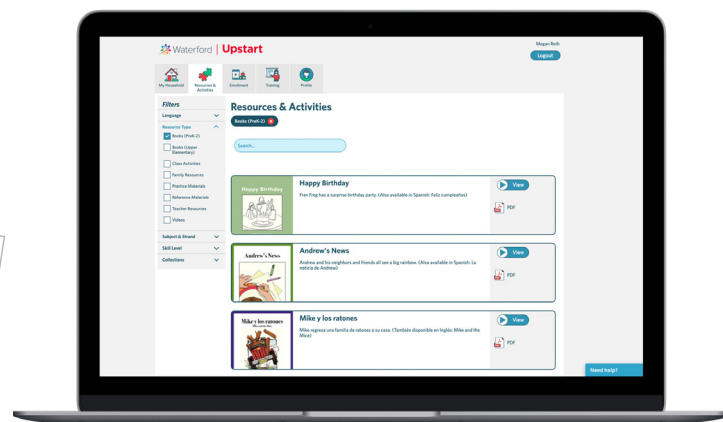
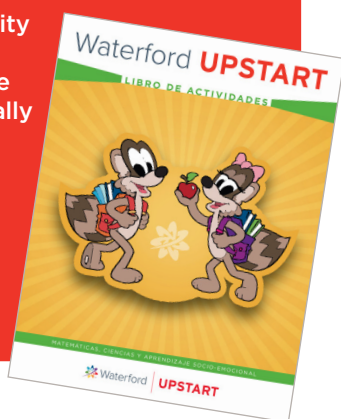
FAMILY ENGAGEMENT

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.