

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Louisiana Early
Learning
and Development
Standards (ELDS)
Four-Year-Olds
(48-60 months)
2013*

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| LOUISIANA STANDARDS | WATERFORD RESOURCES |
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| APPROACHES TO LEARNING (AL) | |
| SUBDOMAIN: INITIATIVE AND CURIOSITY | |
| STANDARD AL 1: ENGAGE IN PLAY-BASED LEARNING TO EXPLORE, INVESTIGATE, AND ACQUIRE KNOWLEDGE ABOUT THEMSELVES AND THEIR WORLD. | |
| Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1) | 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. |
| Choose a multi-step task and complete it on their own. (4.2) | 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. |
| SUBDOMAIN: ATTENTION, ENGAGEMENT, AND PERSISTENCE | |
| STANDARD AL 2: DEMONSTRATE ATTENTION, ENGAGEMENT, AND PERSISTENCE IN LEARNING. | |
| Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1) | Waterford provides support throughout each activity. The support can range from repeating instructions, offering encouragement and visual clues, to a step by step 'follow me'. |
| Maintain attention in child-initiated and adult-directed activities despite distractions and interruptions. (4.2) | Engaging activities throughout Waterford hold children's attention as they concentrate on each task. |
| Plan and complete tasks and activities. (4.3) | 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. |
| SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING | |
| STANDARD AL 3: RECOGNIZE, UNDERSTAND, AND ANALYZE A PROBLEM AND DRAW ON KNOWLEDGE OR EXPERIENCE TO SEEK SOLUTIONS. | |
| Identify and understand cause and effect relationships. (4.1) | <ul style="list-style-type: none"> • Book: Whatever the Weather • Baby's Ball • Changes in Matter • Sum Up: Remember Order <p>Resources:</p> <ul style="list-style-type: none"> • What Would You Do? |
| Apply prior knowledge and experiences to learn new skills during play. (4.2) | <ul style="list-style-type: none"> • Pretend Play • Connect to Me • Build Knowledge <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? |
| Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3) | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| Make specific request for help from both peers and adults as needed. (4.4) | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |

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| STANDARD AL 4: DEMONSTRATE CREATIVE THINKING WHEN USING MATERIALS, SOLVING PROBLEMS, AND/OR LEARNING NEW INFORMATION. | |
| Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1) | <ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Perfect Present • Squirrel’s Sketches • Soup’s On! • Where’s Papa? • Find Me! |
| Gather information and ask complex questions in order to understand a new or familiar concept. (4.2) | <ul style="list-style-type: none"> • Books: Guess What I Am; What Is in the Egg?; Where in the World Would You Go Today?; Noise? What Noise? • Science Investigation |
| COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CC) | |
| SUBDOMAIN: CREATIVE THINKING AND EXPRESSION | |
| STANDARD CC 1: DEVELOP AN APPRECIATION FOR MUSIC AND PARTICIPATE IN MUSIC AND MOVEMENT ACTIVITIES THAT REPRESENT A VARIETY OF THE CULTURES AND THE HOME LANGUAGES OF THE CHILDREN IN THE CLASSROOM. | |
| Express thoughts and feelings through movement and musical activities. (4.1) | <ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Baby’s Ballet • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes |
| Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) | <ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Baby’s Ballet • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes |
| Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3) | <ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Baby’s Ballet • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes |
| Describe changes in tone, melody, rhythm, and tempo. (4.4) | <ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Baby’s Ballet • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes |
| Use instruments, props, and body creatively to express self through music and movement. (4.5) | <ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Baby’s Ballet • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes |

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| STANDARD CC 2: DEVELOP AN APPRECIATION FOR VISUAL ARTS FROM DIFFERENT CULTURE AND CREATE VARIOUS FORMS OF VISUAL ARTS. | |
| Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1) | 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. |
| Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2) | 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. |
| Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3) | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| STANDARD CC 3: EXPLORE ROLES AND EXPERIENCES THROUGH DRAMATIC ART AND PLAY. | |
| Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, storytelling, dance, plays, pantomime, theater). (4.1) | <ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Papa’s Play • Baby’s Ballet <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes • Role Play • What Would You Do? |
| Role play or use puppets to act out stories or play a character. (4.2) | <ul style="list-style-type: none"> • Papa’s Play • Baby’s Ballet <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes • Role Play • What Would You Do? |
| Represent fantasy and real-life experiences through pretend play. (4.3) | <ul style="list-style-type: none"> • Papa’s Play <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes • Role Play • What Would You Do? |
| Use objects to represent other objects. (4.4) | <ul style="list-style-type: none"> • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play |
| SUBDOMAIN: MATHEMATICS (CM) | |
| STANDARD CM 1: UNDERSTAND NUMBERS, WAYS OF REPRESENTING NUMBERS, AND RELATIONSHIPS BETWEEN NUMBERS AND QUANTITIES. | |
| Verbally count by ones to 20. (4.1) | <ul style="list-style-type: none"> • Number Songs • Counting Songs • Number Instruction |
| Count forward from a given number between 1 and 10, and count backward from 5. (4.2) | <ul style="list-style-type: none"> • Song: Counting Backward • Count Down • Count On |
| Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3) | <ul style="list-style-type: none"> • Counting Songs • Make and Count Groups • Number Instruction • Match Numbers |

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| STANDARD CM 1: UNDERSTAND NUMBERS, WAYS OF REPRESENTING NUMBERS, AND RELATIONSHIPS BETWEEN NUMBERS AND QUANTITIES <i>continued</i>. | |
| Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4) | <ul style="list-style-type: none"> • Make and Count Groups • One-to-one Correspondence • Number Instruction • Match Numbers |
| Identify written numerals 0-10 in the everyday environment. (4.5) | <ul style="list-style-type: none"> • Number Books • Number Instruction |
| With prompting and support, match a number of objects with the correct written numeral from 0-10. (4.6) | <ul style="list-style-type: none"> • Number Instruction • One-to-one Correspondence • Match Numbers • Make and Count Groups |
| Compare sets of objects using same/different and more/less/fewer. (4.7) | <ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than • Match |
| Identify an object's or person's position as first or last. (4.8) | <ul style="list-style-type: none"> • Song: Monster Trucks • First, Middle, Last |
| STANDARD CM 2: UNDERSTAND BASIC PATTERNS, CONCEPTS, AND OPERATIONS. | |
| Recognize, copy, and extend patterns. (4.1) | <ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC |
| Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2) | <ul style="list-style-type: none"> • Song: All Sort of Laundry • Book: Buttons, Buttons • Sort |
| Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3) | <ul style="list-style-type: none"> • Songs: On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Act Out Addition • Act Out Subtraction |
| Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4) | <ul style="list-style-type: none"> • Songs: On the Bayou; Addition; Bakery Subtraction; Circus Subtraction • Act Out Addition • Act Out Subtraction • Story Problem Strategies |
| STANDARD CM 3: UNDERSTAND ATTRIBUTES AND RELATIVE PROPERTIES OF OBJECTS AS RELATED TO SIZE, CAPACITY, AND AREA. | |
| Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) | <ul style="list-style-type: none"> • Songs: Measuring Plants; Savanna Size; Let's Compare • Length • Measurement Tools • Comparatives • Heavy and Light • Tall and Short |
| Put up to six objects in order by length (seriate). (4.2) | <ul style="list-style-type: none"> • Song: Measuring Plants • Length • Order Size |



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| STANDARD CM 3: UNDERSTAND ATTRIBUTES AND RELATIVE PROPERTIES OF OBJECTS AS RELATED TO SIZE, CAPACITY, AND AREA <i>continued</i>. | |
| Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3) | <ul style="list-style-type: none"> • Song: Measuring Plants • Measurement Tools • Science Tools |
| Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4) | <ul style="list-style-type: none"> • Song: Measuring Plants • Measurement Tools • Length • Capacity |
| STANDARD CM 4: UNDERSTAND SHAPES, THEIR PROPERTIES, AND HOW OBJECTS ARE RELATED TO ONE ANOTHER IN SPACE. | |
| Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1) | <ul style="list-style-type: none"> • Songs: Marmot Shapes; Shapes, Shapes, Shapes; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon |
| Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2) | <ul style="list-style-type: none"> • Songs: Marmot Shapes; Shapes, Shapes, Shapes • Books: The Shape of Things • Simple Shapes • Circle, Square, Triangle, Rectangle |
| Copy or replicate one or two dimensional shapes using a variety of materials. (4.3) | <ul style="list-style-type: none"> • Geoboard • Tangrams <p>Resources:</p> <ul style="list-style-type: none"> • Shape Puzzles |
| Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4) | <ul style="list-style-type: none"> • Geoboard • Tangrams <p>Resources:</p> <ul style="list-style-type: none"> • Shape Puzzles |
| Use and understand positions of objects, self, and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5) | <ul style="list-style-type: none"> • Song: 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 |
| SUBDOMAIN: SCIENCE (CS) | |
| STANDARD CS 1: DEVELOP THE ABILITY TO CARRY OUT THE SCIENTIFIC INQUIRY PROCESS (ASK QUESTIONS, PREDICT, MAKE OBSERVATIONS, EXPLAIN OBSERVATIONS, AND DRAW CONCLUSIONS). | |
| Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1) | <ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Taste • Smell • Touch • Hearing |



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| STANDARD CS 1: DEVELOP THE ABILITY TO CARRY OUT THE SCIENTIFIC INQUIRY PROCESS (ASK QUESTIONS, PREDICT, MAKE OBSERVATIONS, EXPLAIN OBSERVATIONS, AND DRAW CONCLUSIONS) <i>continued.</i> | |
| Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2) | <ul style="list-style-type: none"> • Science Investigation • Science Tools • Measurement Tools • Weather Tools |
| Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3) | <ul style="list-style-type: none"> • Songs: Push and Pull; Gravity • Books: Mr. Mario’s Neighborhood; Up and Down • Push and Pull • Magnets |
| Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4) | <ul style="list-style-type: none"> • Songs: The Scientific Method; Pollution Rap; Seasons • Book: That’s What I Like: A Book About Seasons • Science Investigation • Summer • Winter • Spring • Fall • Pollution and Recycling • Observe a Simple System • Rainforests • Oceans • Mountains • Desert |
| Conduct simple scientific experiments. (4.5) | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation |
| Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6) | <ul style="list-style-type: none"> • Song: The Scientific Method • Calendar/Graph Weather • Observe A Simple System |
| With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7) | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation |
| STANDARD CS 2: ACQUIRE SCIENTIFIC KNOWLEDGE RELATED TO PHYSICAL SCIENCE (PROPERTIES OF OBJECTS AND MATERIALS). | |
| With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1) | <ul style="list-style-type: none"> • Song: Solid or Liquid • Book: Pancakes Matter • Solid and Liquid • States of Water |
| Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2) | <ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario’s Neighborhood • Push and Pull • Magnets |
| Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3) | <ul style="list-style-type: none"> • Book: Sound; What Sounds Say • Sun |
| Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4) | <ul style="list-style-type: none"> • Songs: Push and Pull; Gravity • Books: Mr. Mario’s Neighborhood; Up and Down • Push and Pull • Magnets |

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| STANDARD CS 3: ACQUIRE SCIENTIFIC KNOWLEDGE RELATED TO LIFE SCIENCE (PROPERTIES OF LIVING THINGS). | |
| Explore, observe, and describe a variety of living creatures and plants. (4.1) | <ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish • Books: Guess What I Am; Creepy Crawlers • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Plants • Plant or Animal |
| Classify living creatures and plants into categories according to at least one characteristic. (4.2) | <ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish • Books: Guess What I Am; Creepy Crawlers • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Plants • Plant or Animal |
| Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3) | 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. |
| Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4) | 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. |
| Describe plants' and living creatures' life cycles. (4.5) | <ul style="list-style-type: none"> • Song: Plants Are Growing • Book: A Seed Grows • Plants • Amphibians • Birds |
| Use basic vocabulary to name and describe plants and living creatures. (4.6) | <ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish • Books: Guess What I Am; Creepy Crawlers • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Plants • Plant or Animal |

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| STANDARD CS 3: ACQUIRE SCIENTIFIC KNOWLEDGE RELATED TO LIFE SCIENCE (PROPERTIES OF LIVING THINGS) <i>continued</i>. | |
| Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7) | <ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish • Books: Guess What I Am; Creepy Crawlers • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Plants • Plant or Animal |
| STANDARD CS 4: ACQUIRE SCIENTIFIC KNOWLEDGE RELATED TO EARTH SCIENCE (PROPERTIES OF THE EARTH AND OBJECTS IN THE SKY). | |
| Compare, and contrast seasonal changes where they live. (4.1) | <ul style="list-style-type: none"> • Song: Seasons • Book: That's What I Like: A Book About Seasons • Summer • Spring • Fall • Winter |
| Describe the types of clothing needed for different seasons. (4.2) | <ul style="list-style-type: none"> • Song: Seasons • Books: That's What I Like: A Book About Seasons; Whatever the Weather • Summer • Spring • Fall • Winter |
| Describe the current weather and how weather conditions can change from day to day. (4.3) | <ul style="list-style-type: none"> • Song: Precipitation • Book: Whatever the Weather • Weather • Weather Tools • Calendar/Graph Weather • Clouds |
| Describe major features of the earth and sky, and how they change from night to day. (4.4) | <ul style="list-style-type: none"> • Songs: Sun Blues; The Moon; Precipitation • Books: Star Pictures; Moon Song • Sun • Moon • Clouds • Constellations |

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| SUBDOMAIN: SOCIAL STUDIES (CSS) | |
| STANDARD CSS 1: DEVELOP THE UNDERSTANDING THAT EVENTS HAPPENED IN THE PAST AND HOW THESE EVENTS RELATE TO ONE’S SELF, FAMILY, AND COMMUNITY. | |
| Describe events, activities, and people from the past using appropriate vocabulary. (4.1) | <ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; The Old Maple Tree; The Three Wishes; The Watermelon Seed |
| Initiate conversations about familiar places, people, and/ or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2) | 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. |
| STANDARD CSS 2: DESCRIBE PEOPLE, EVENTS, AND SYMBOLS OF THE PAST AND PRESENT. | |
| Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1) | 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. |
| Identify and name some local, state, and national symbols. (4.2) | <p>Resources:</p> <ul style="list-style-type: none"> US Flag Happy Flag Day Coloring Page Moon Landing Poster |
| Describe familiar elements of the local community and culture. (4.3) | 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. Resources: <ul style="list-style-type: none"> Exploring Your Home City With Your Children |
| Describe local, state, and national cultural events, celebrations, and holidays. (4.4) | <p>Resources:</p> <ul style="list-style-type: none"> Rusty and Rosy Coloring Pages: Memorial Day; Kwanzaa; Civil Rights Day; Independence Day; President’s Day; Chinese New Year; Groundhog Day; Mother’s Day; Flag Day; Easter; Earth Day; St. Patrick’s Day; Cinco de Mayo; Labor Day; Birthday; Christmas; Hanukkah; Halloween; Thanksgiving; New Year; Mardi Gras; Veteran’s Day; Father’s Day |
| STANDARD CSS 3: DEVELOP AN AWARENESS OF GEOGRAPHIC LOCATIONS, MAPS, AND LANDFORMS. | |
| Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1) | <p>Resources:</p> <ul style="list-style-type: none"> Exploring Your Home City With Your Children |
| Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2) | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Recognize a globe/map as a representation of the earth. (4.3) | Sing Around the World Songs introduction includes a map and highlights the location of the country represented. |
| Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4) | <p>Resources:</p> <ul style="list-style-type: none"> Exploring Your Home City With Your Children |
| With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |

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| STANDARD CSS 3: DEVELOP AN AWARENESS OF GEOGRAPHIC LOCATIONS, MAPS, AND LANDFORMS <i>continued.</i> | |
| Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (4.6) | <ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Book: Birds At My House • Pollution and Recycling • Care of Earth |
| Participate in daily clean-up activities. (4.7) | <ul style="list-style-type: none"> • Pigeon Marmot Clean-up <p>Resources:</p> <ul style="list-style-type: none"> • Clean Up Together! • Classroom Helpers • Garbage Elves |
| STANDARD CSS 4: DEMONSTRATE AWARENESS OF CULTURE AND OTHER CHARACTERISTICS OF GROUPS OF PEOPLE. | |
| Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) | <ul style="list-style-type: none"> • Sing Around the World Songs |
| Discuss shelters/homes in various geographic regions. (4.2) | <ul style="list-style-type: none"> • Books: Yangshi’s Perimeter; The Story Cloth; Look For Three; Nineteen Around the World; Elephant Upstairs; Moving Day; Shell Houses; The City Mouse and the Country Mouse |
| STANDARD CSS 5: DEVELOP AN AWARENESS OF THE IMPORTANCE OF RULES AND RESPONSIBILITIES WITHIN THEIR COMMUNITY AND THE ACTIONS/BEHAVIORS NECESSARY FOR EFFECTIVE CITIZENSHIP. | |
| Recognize their responsibility as a member of a family and classroom. (4.1) | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2) | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |
| Follow rules that have been established. (4.3) | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |
| Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4) | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect others’ rights and property as well as their own. |
| Identify workers and their roles as citizens within the community. (4.5) | <ul style="list-style-type: none"> • Books: Play Ball; Follow the Apples <p>Resources:</p> <ul style="list-style-type: none"> • Community Helpers • Trusted Adults |
| STANDARD CSS 6: DEMONSTRATE AN AWARENESS OF BASIC ECONOMIC CONCEPTS. | |
| Demonstrate awareness of the purpose of money through play activities. (4.1) | <ul style="list-style-type: none"> • Book: Bugs For Sale • Pretend Play |
| Demonstrate the role of buyers and sellers in play activities. (4.2) | 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. |
| Participate in conversations about wants and needs. (4.3) | 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. |

| LOUISIANA STANDARDS | WATERFORD RESOURCES |
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| LANGUAGE AND LITERACY DEVELOPMENT (LL) | |
| SUBDOMAIN: SPEAKING AND LISTENING | |
| STANDARD LL 1: COMPREHEND OR UNDERSTAND AND USE LANGUAGE. | |
| Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) | <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up: Five Ws • Describe Characters • Find an Answer • Look at Details |
| Listen and respond attentively to conversations. (4.2) | Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences. |
| With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3) | 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. |
| Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4) | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Papa's Play • Pretend Play <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? |
| Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5) | 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 |
| Ask questions about a specific topic, activity, and/or text read aloud. (4.6) | <ul style="list-style-type: none"> • Science Investigation • Ask a Question |
| SUBDOMAIN: LANGUAGE | |
| STANDARD LL 2: COMPREHEND AND USE INCREASINGLY COMPLEX AND VARIED VOCABULARY. | |
| Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1) | <ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Books: Opposites; Up in the Air; For the Birds • Opposites • Inside, Outside, Between • First, Middle, Last • Over, Under, Above, Below • Above, Below, Next to, On |
| Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2) | All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts. |



| LOUISIANA STANDARDS | WATERFORD RESOURCES |
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| SUBDOMAIN: READING--LITERATURE AND INFORMATION IN PRINT | |
| STANDARD LL 3: DEVELOP AN INTEREST IN BOOKS AND THEIR CHARACTERISTICS. | |
| Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) | 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. <ul style="list-style-type: none"> • Print Concepts • Print Directionality |
| With prompting and support, describe the role of the author and illustrator of a text. (4.2) | Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. |
| STANDARD LL 4: COMPREHEND STORIES AND INFORMATION FROM BOOKS AND OTHER PRINT MATERIALS. | |
| With prompting and support, ask and answer questions about print that is read aloud. (4.1) | <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up: Five Ws • Describe Characters • Find an Answer • Look at Details |
| With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2) | <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Describe Characters • What Comes Next? |
| With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3) | <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Describe Characters • What Comes Next? |
| With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4) | 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. |
| Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5) | All activities provide opportunities for students to use words and phrases acquired through conversation, reading and being read to, and responding to texts. |
| Recognize that texts can be stories (make-believe) or real (give information). (4.6) | <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Real and Make-believe |

| LOUISIANA STANDARDS | WATERFORD RESOURCES |
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| STANDARD LL 4: COMPREHEND STORIES AND INFORMATION FROM BOOKS AND OTHER PRINT MATERIALS <i>continued.</i> | |
| With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7) | <ul style="list-style-type: none"> • Words Tell About the Pictures • Picture Clues |
| With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8) | <ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Describe Characters • Compare Characters • Look at Details |
| Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9) | <ul style="list-style-type: none"> • Peek at the Story • Picture Clues • Picture Story • Print Directionality Introduction |
| SUBDOMAIN: READING-- FOUNDATIONAL SKILLS | |
| STANDARD LL 5: DEMONSTRATE UNDERSTANDING OF THE ORGANIZATION AND BASIC FEATURES OF PRINT. | |
| With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1) | <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 |
| With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2) | <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 |
| With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3) | <ul style="list-style-type: none"> • Name Game (What's Your Name?) |
| With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4) | <ul style="list-style-type: none"> • ABC Songs • Print Concepts • Letters Make Words • Sentences • Letter Match (Alphabet Review) • Name That Letter |
| Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5) | <ul style="list-style-type: none"> • ABC Songs • Letter Match (Alphabet Review) • Letter Checker • Fast Letter Fun • Letter Pictures • Find the Letter • Name That Letter • Alphabet Introduction (Distinguish Letters) • Similarities and Differences in Letters |

| LOUISIANA STANDARDS | WATERFORD RESOURCES |
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| STANDARD LL 6: DEMONSTRATE UNDERSTANDING OF DIFFERENT UNITS OF SOUND IN LANGUAGE (WORDS, SYLLABLES, PHONEMES). | |
| With prompting and support, recognize and produce rhyming words. (4.1) | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words |
| With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) | <ul style="list-style-type: none"> • Syllable • Syllable Safari • Blending Dragon • Blending Riddles |
| With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3) | <ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blend Every Sound • Blending Dragon • Blending Riddles |
| Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4) | <ul style="list-style-type: none"> • Initial Sound • Right Initial Sound |
| SUBDOMAIN: WRITING | |
| STANDARD LL 7: DEVELOP FAMILIARITY WITH WRITING IMPLEMENTS, CONVENTIONS, AND EMERGING SKILLS TO COMMUNICATE THROUGH WRITTEN REPRESENTATIONS, SYMBOLS, AND LETTERS. | |
| Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1) | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. |
| Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2) | Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. |
| With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3) | 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.. |
| PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (PM) | |
| SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS | |
| STANDARD PM 1: DEVELOP LARGE MUSCLE CONTROL AND COORDINATE MOVEMENTS IN THEIR UPPER AND/OR LOWER BODY. | |
| Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) | 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. |
| Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2) | 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. |

| LOUISIANA STANDARDS | WATERFORD RESOURCES |
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| STANDARD PM 2: DEVELOP SMALL MUSCLE CONTROL AND COORDINATION. | |
| Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. |
| Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line). (4.2) | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. |
| STANDARD PM 3: PARTICIPATE IN A VARIETY OF PHYSICAL ACTIVITIES TO ENHANCE STRENGTH AND STAMINA. | |
| Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1) | 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. |
| Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2) | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. |
| SUBDOMAIN: HEALTH AND HYGIENE | |
| STANDARD PM 4: DEVELOP APPROPRIATE HEALTH AND HYGIENE SKILLS. | |
| Identify different foods and the corresponding food group according to “My Plate”. (4.1) | <ul style="list-style-type: none"> • Song: Health • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating) |
| Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2) | <ul style="list-style-type: none"> • Song: Health • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating) |
| Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3) | <ul style="list-style-type: none"> • Song: Health • Book: The Germs • Germs • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus |
| Get sufficient sleep and rest to support healthy development of their body. (4.4) | <ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest |

| LOUISIANA STANDARDS | WATERFORD RESOURCES |
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| SUBDOMAIN: SAFETY | |
| STANDARD PM 5: DEMONSTRATE SAFE BEHAVIORS. | |
| Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child’s environment) with supervision. (4.1) | <p>Resources:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids |
| Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult’s hand when crossing the street, don’t touch a hot stove, etc.). (4.2) | <ul style="list-style-type: none"> • Song: Health • Book: The Germs • Germs • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus |
| SOCIAL-EMOTIONAL DEVELOPMENT (SE) | |
| SUBDOMAIN: SOCIAL RELATIONSHIPS | |
| STANDARD SE 1: DEVELOP HEALTHY RELATIONSHIPS AND INTERACTIONS WITH PEERS AND ADULTS. | |
| Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1) | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |
| Express empathy and sympathy for others. (4.2) | <ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem • Baby’s Ball • Papa’s Thumb |
| Demonstrate understanding of how one’s words and actions affect others. (4.3) | 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. |
| Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4) | <ul style="list-style-type: none"> • Books: Seeing Fingers; In the Rain; Moving Day; Tortillas, Tortillas; David Next Door; Noise? What Noise?; The Story Cloth; Lorenzo’s Llama; Treasures From the Loom; Duc Tho Le’s Birthday Present; Yangshi’s Perimeter |
| Play cooperatively with small group of peers for a sustained time. (4.5) | 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. |
| Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6) | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |
| Resolve conflict with peers on their own sometimes. (4.7) | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| Seek help from adults when in conflict with peer, if needed. (4.8) | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem- solving. (4.9) | 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.” Several options demonstrate how Squirrel relies on Mama or Papa. |
| Develop and maintain positive relationships with peers. (4.10) | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |

| LOUISIANA STANDARDS | WATERFORD RESOURCES |
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| SUBDOMAIN: SELF-CONCEPT AND SELF-EFFICACY | |
| STANDARD SE 2: DEVELOP POSITIVE SELF-IDENTIFY AND SENSE OF BELONGING. | |
| Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1) | <ul style="list-style-type: none"> • Books: Mine; José Three; My Reptile Hospital; I Hate Peas; Lumpy Mush; Ooey, Goey Mud; Bad News Shoes; My Super Sticky Sandwich • My Family • Come Inside • Squirrel’s Sketches |
| STANDARD SE 3: EXPRESS FEELINGS AND BELIEFS THAT HE/SHE IS CAPABLE OF SUCCESSFULLY MAKING DECISIONS, ACCOMPLISHING TASKS, AND MEETING GOALS. | |
| Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1) | 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. |
| Attempt new experiences with confidence. (4.2) | 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. |
| Make choices or decisions from a range of options. (4.3) | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| SUBDOMAIN: SELF-REGULATION | |
| STANDARD SE 4: REGULATE OWN EMOTIONS AND BEHAVIOR. | |
| Recognize and accurately label the feelings of self. (4.1) | <ul style="list-style-type: none"> • Find Me! • Lost and Found • It’s Not Fair! • Do I Have To? <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I’m Feeling • Feelings Poster • Emotion Cards |
| Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2) | 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.” |
| STANDARD SE 5: REGULATE ATTENTION, IMPULSES, AND BEHAVIOR. | |
| Follow rules and routines and adapt to changes in rules and routines. (4.1) | 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. |
| Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2) | 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.” |
| With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (4.3) | <p>Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.</p> <p>Resources:</p> <ul style="list-style-type: none"> • The Waiting Game |



PRE-READING

Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

BASIC READING

Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

Readable Books (Read or Record)

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

Readable (Walk-Through/Jump-Through/Record Titles)

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam



FLUENT READING

Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

Informational Books

The Piñata; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

Readable Books (Record, Read, Listen)

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



PRE-MATH & SCIENCE

Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

Counting Songs

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

Number Songs

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

BASIC MATH & SCIENCE

Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

FLUENT MATH & SCIENCE

Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair



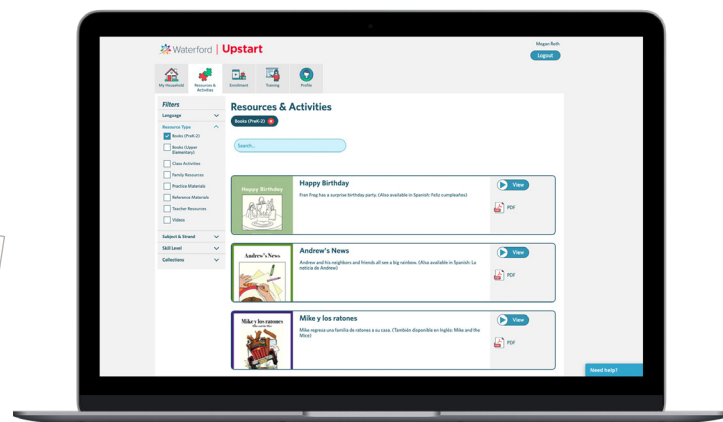
FAMILY ENGAGEMENT

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford Upstart families. Please visit [Waterford Upstart](https://upstart.waterford.org/) to see the most current resources and activities.

WATERFORD UPSTART

Waterford Upstart is a secure website where Upstart families log in to see their child's usage and learning achievements. Families also receive short messages with ideas on how to engage in their child's learning and have access to thousands of resources and activities.

The Waterford Upstart Activity Books are available to many families. These books include resources designed specifically for young children as well as family activities for reading, writing, math, and science. All activities in the Waterford Upstart Activity Book are available online at Waterford Upstart.



Visit Waterford Upstart at <https://upstart.waterford.org/>

SAMPLE RESOURCES & ACTIVITIES

Families can find 1,000s of resources and activities in English and Spanish at Waterford Upstart. Here are some examples.

Social-Emotional Learning

Affirming Your Child; Emotion Cards, Screen Time Balance, Social-Emotional Learning Overview, Social-Emotional Learning—Relationship Skills, Responsible Decision Making, Self-Awareness, Self-Management, Social Awareness, Stop-Think-Choose, Waterford and Social-Emotional Learning; Clean Up Together!; Do You Have?; Find the Ball; Garbage Elves; Guess How I'm Feeling; Guess My Rule; Hi! Notes; I Love My Hat; Lots of Feelings; Personal Space Circle; Plant or Animal Sort; Please and Thank You; Rock-a-bye, Baby Lullaby; Role Play; Shape Bag; Telling the Truth; This Belongs to a Friend; Waiting Game

Math and Science

Waterford's Five Instructional Strands for Math and Science; Family Math and Science Activities; Number Writing Practice 0-10; Draw 1-20; Racing Squirrels Counting Game; First, Middle, Last; Same and Different; More and Less; Shapes; Shape Count; Patterns; Grab and Count; Count the Chips 5; Add Groups; Living or Nonliving?; Solid and Liquid; Clouds; Water; Number Cards; Dot Cards; Pattern Cards; Sorting Cards; Counting

Cards; 0-99 Chart; Base 10 Blocks and Place Value Mat; 100s Chart; Addition Puzzles; Count On by 1; Geoboard Dot Grid; Graphs; Insect Cards; Mammals Poster

Language and Literacy

Waterford's Six Instructional Strands for Reading; Family Reading Activities; Alphabet Pictures Chart; Letter Writing Practice Aa-Zz; Journal Page; Family Writing Activities; Syllables; Nursery Rhymes (Hey, Diddle, Diddle; Quack, Quack, Quack; Jack and Jill; Twinkle, Twinkle Little Star); Capital Letter Cards; Lowercase Letter Cards; Word Pattern Cards; Sound Cards; Power Word Cards; Letter Trace Aa-Zz; Rhyming Cards; Where's the Sound?; Decodable Books

Books (All 350+ books available in English and Spanish)

Mine; José Three; My Super Sticky Sandwich; Ooey, Goey Mud; Fawn Eyes; Garden Visitors; Little Monkey; The Alligator in the Library; A Story in the Snow; Shell Houses; Lost Socks; Lumpy Mush; The Germs; The Swing; The Watermelon Seed; Moon Song; What Is a Cloud?; Legs; In the Rain; Moving Day; Seeing Fingers; Play Ball

CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford.org is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.