

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*California  
Preschool  
Learning  
Foundations  
2008*

# TABLE OF CONTENTS

<b>SOCIAL-EMOTIONAL DEVELOPMENT</b> .....	<b>1</b>	<b>SCIENCE</b> .....	<b>20</b>
SELF .....	1	SCIENTIFIC INQUIRY .....	20
SOCIAL INTERACTION .....	1	PHYSICAL SCIENCES .....	21
RELATIONSHIPS .....	2	LIFE SCIENCES .....	22
<b>LANGUAGE AND LITERACY</b> .....	<b>3</b>	EARTH SCIENCES .....	23
LISTENING AND SPEAKING .....	3	<b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> ....	<b>24</b>
READING .....	4	<b>WATERFORD FAMILY ENGAGEMENT RESOURCES</b> ...	<b>27</b>
WRITING .....	5		
LISTENING .....	6		
SPEAKING .....	6		
READING .....	7		
WRITING .....	8		
<b>MATHEMATICS</b> .....	<b>9</b>		
NUMBER SENSE .....	9		
ALGEBRA AND FUNCTIONS (CLASSIFICATION AND PATTERNING) .....	10		
MEASUREMENT .....	10		
GEOMETRY .....	11		
MATHEMATICAL REASONING .....	11		
<b>VISUAL AND PERFORMING ARTS</b> .....	<b>11</b>		
VISUAL ART .....	11		
MUSIC .....	12		
DRAMA .....	13		
DANCE .....	13		
<b>PHYSICAL DEVELOPMENT</b> .....	<b>15</b>		
FUNDAMENTAL MOVEMENT SKILLS .....	15		
PERCEPTUAL-MOTOR SKILLS AND MOVEMENT CONCEPTS .....	15		
ACTIVE PHYSICAL PLAY .....	16		
<b>HEALTH</b> .....	<b>16</b>		
HEALTH HABITS .....	16		
SAFETY .....	17		
NUTRITION .....	17		
<b>HISTORY-SOCIAL SCIENCE</b> .....	<b>18</b>		
SELF AND SOCIETY .....	18		
BECOMING A PRESCHOOL COMMUNITY MEMBER (CIVICS) .....	18		
SENSE OF TIME (HISTORY) .....	19		
SENSE OF PLACE (GEOGRAPHY AND ECOLOGY) .....	19		
MARKETPLACE (ECONOMICS) .....	20		

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SOCIAL-EMOTIONAL DEVELOPMENT</b>	
<b>SELF</b>	
<b>1.0 SELF-AWARENESS</b>	
1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	<ul style="list-style-type: none"> <li>• Book: Mine</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> </ul>
<b>2.0 SELF-REGULATION</b>	
2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.
<b>3.0 SOCIAL AND EMOTIONAL UNDERSTANDING</b>	
3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Boo Hoo Baby</li> <li>• Lost and Found</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
<b>4.0 EMPATHY AND CARING</b>	
4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> <li>• Musical Mayhem</li> <li>• Lost Keys</li> <li>• Noisy Children</li> </ul>
<b>5.0 INITIATIVE IN LEARNING</b>	
5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	<ul style="list-style-type: none"> <li>• Books: What Is It?; What Am I?; What's in the Egg?</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• How It Works</li> <li>• How Big Is Your Family?</li> <li>• How Many?</li> </ul>
<b>SOCIAL INTERACTION</b>	
<b>1.0 INTERACTIONS WITH FAMILIAR ADULTS</b>	
1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Where's Papa?</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2.0 INTERACTIONS WITH PEERS</b>	
2.1 More actively and intentionally cooperate with each other.	<ul style="list-style-type: none"> <li>• Books: Will You Play With Me?; Friends</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• How to Listen Like a Friend</li> </ul>
2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>3.0 GROUP PARTICIPATION</b>	
3.1 Participate positively and cooperatively as group members.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.
<b>4.0 COOPERATION AND RESPONSIBILITY</b>	
4.1 Have growing capacities for self control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	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."
<b>RELATIONSHIPS</b>	
<b>1.0 ATTACHMENTS TO PARENTS</b>	
1.1 Take greater initiative in seeking support from their primary family attachment figures.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me</li> <li>• Where's Papa?</li> </ul>
1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Soup's On!</li> <li>• Find Me!</li> </ul>
1.3 After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>2.0 CLOSE RELATIONSHIPS WITH TEACHERS AND CAREGIVERS</b>	
2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Lost and Found</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Trusted Adults</li> </ul>
2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>3.0 FRIENDSHIPS</b>	
3.1 Friendships are more reciprocal, exclusive, and enduring.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>LANGUAGE AND LITERACY</b>	
<b>LISTENING AND SPEAKING</b>	
<b>1.0 LANGUAGE USE AND CONVENTIONS: CHILDREN EXTEND THEIR UNDERSTANDING AND USAGE OF LANGUAGE TO COMMUNICATE WITH OTHERS EFFECTIVELY.</b>	
1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	Social-emotional videos demonstrate appropriate behavior in conversations and discussions between various characters, and model problem-solving strategies that include individual methods as well as seeking adult help.
1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	Waterford introduces letter sounds with instruction demonstrating positioning of lips and tongue to form sounds correctly and clearly.
1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	Social-emotional videos demonstrate appropriate behavior and accepted language and style in conversations and discussions between various characters.
1.4 Use language to construct extended narratives that are real or fictional.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Step Into the Story</li> </ul>
<b>2.0 VOCABULARY: CHILDREN DEVELOP AGE-APPROPRIATE VOCABULARY.</b>	
2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.
2.2 Understand and use accepted words for categories of objects encountered in everyday life.	Activities provide opportunities for children to use words and phrases acquired through conversation, reading, being read to, and responding to texts.
2.3 Understand and use both simple and complex words that describe the objects.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.
<b>3.0 GRAMMAR: CHILDREN DEVELOP AGE-APPROPRIATE GRAMMAR.</b>	
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	<ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject- verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	<ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Nouns; More Than One; Verbs</li> <li>• Sentences</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Pronouns</li> <li>• Verbs</li> <li>• Irregular Past Tense Verbs</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>READING</b>	
<b>1.0 CONCEPTS ABOUT PRINT: CHILDREN RECOGNIZE PRINT CONVENTIONS AND UNDERSTAND THAT PRINT CARRIES SPECIFIC MEANING.</b>	
1.1 Display appropriate book-handling behaviors and begin behaviors and knowledge of print conventions.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print. <ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>
1.2 Understand that print is something that is read and has specific meaning.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Picture Story</li> <li>• Words Tell About the Pictures</li> <li>• Letters Make Words</li> </ul>
<b>2.0 PHONOLOGICAL AWARENESS: CHILDREN DEVELOP AGE-APPROPRIATE PHONOLOGICAL AWARENESS.</b>	
2.1 Orally blend and delete words and syllables without the support of pictures or objects.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>
2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Barnyard Bash</li> </ul>
<b>3.0 ALPHABETIC AND WORD/PRINT RECOGNITION: CHILDREN EXTEND THEIR RECOGNITION OF LETTERS OF THE ALPHABET.</b>	
3.1 Recognize own name or common words in print.	<ul style="list-style-type: none"> <li>• Name Game</li> <li>• Words In Your World</li> </ul>
3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Match</li> <li>• Alphabet Introduction</li> <li>• Letter Pictures</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game</li> </ul>
3.3 Begin to recognize that letters have sounds.	<ul style="list-style-type: none"> <li>• Song: Mama Squirrel's Sound Song</li> <li>• ABC Songs</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>4.0 COMPREHENSION AND ANALYSIS OF AGE-APPROPRIATE TEXT: CHILDREN DEMONSTRATE UNDERSTANDING OF AGE-APPROPRIATE TEXT READ ALOUD.</b>	
4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Describe Characters</li> <li>• Peek at the Story</li> <li>• Sum Up: Remember Order</li> <li>• Sum Up: Five Ws</li> <li>• Find an Answer</li> <li>• Picture Clues</li> </ul>
4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> <li>• Compare Characters</li> <li>• Describe Characters</li> <li>• Connect to Me</li> </ul>
<b>5.0 LITERACY INTEREST AND RESPONSE: CHILDREN DEMONSTRATE MOTIVATION FOR A BROAD RANGE OF LITERACY ACTIVITIES.</b>	
5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Picture Story</li> </ul>
5.2 Engage in more complex routines associated with literacy activities.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Read-Along Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Picture Story</li> <li>• Peek at the Story</li> <li>• Connect to Me</li> <li>• Step Into the Story</li> </ul>
<b>WRITING</b>	
<b>1.0 WRITING STRATEGIES: CHILDREN DEMONSTRATE INCREASING EMERGENT WRITING SKILLS.</b>	
1.1 Adjust grasp and body position for increased control in drawing and writing tools.	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Pencil Grip</li> </ul>
1.2 Write letters or letter-like shapes to represent words or ideas.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Alphabet Introduction</li> </ul>
1.3 Write first name nearly correctly.	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Name Game</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LISTENING</b>	
<b>1.0 CHILDREN LISTEN WITH UNDERSTANDING. FOCUS: BEGINNING WORDS; REQUESTS AND DIRECTIONS; BASIC AND ADVANCED CONCEPTS.</b>	
1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.	Activities provide opportunities for children to use words and phrases acquired through conversation, reading, being read to, and responding to texts.
1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.	While interacting with Waterford, children listen to and follow multi-step directions.
1.3 Demonstrate an understanding of words in English related to more advanced concepts.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration. Children who are ELL often thrive due to the scaffolded support and individual learning practice they receive while interacting with Waterford.
<b>SPEAKING</b>	
<b>1.0 CHILDREN USE NONVERBAL AND VERBAL STRATEGIES TO COMMUNICATE WITH OTHERS. FOCUS: COMMUNICATION OF NEEDS; VOCABULARY PRODUCTION; CONVERSATION; UTTERANCE LENGTH AND COMPLEXITY; GRAMMAR; INQUIRY</b>	
1.1 Show increasing reliance on verbal communication in English to be understood by others.	Waterford introduces letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly.
1.2 Use new English vocabulary to share knowledge of concepts.	Activities provide opportunities for children to use words and phrases acquired through conversation, reading, being read to, and responding to texts.
1.3 Sustain a conversation in English about a variety of topics.	Activities provide opportunities for children to use words and phrases acquired through conversation, reading, being read to, and responding to texts. Children who are ELL often thrive due to the scaffolded support and individual learning practice they receive while interacting with Waterford.
1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; Pronouns; Adverbs</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Pronouns</li> </ul>
1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject; verb and object), sometimes with errors.	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One; Verbs; It Happened Yesterday</li> <li>• Nouns</li> <li>• Plural Nouns</li> <li>• Verbs</li> <li>• Past Tense Verbs</li> </ul>
1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.	<ul style="list-style-type: none"> <li>• Song: Adverbs</li> <li>• Sum Up: Five Ws</li> </ul>
<b>2.0 CHILDREN BEGIN TO UNDERSTAND AND USE SOCIAL CONVENTIONS IN ENGLISH. FOCUS: SOCIAL CONVENTIONS</b>	
2.1 Appropriately use words and tone of voice associated with social conventions in English.	Social-emotional videos model the social conventions of words and tone of voice in conversations and discussions between various characters.



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>3.0 CHILDREN USE LANGUAGE TO CREATE ORAL NARRATIVES ABOUT THEIR PERSONAL EXPERIENCES. FOCUS: NARRATIVE DEVELOPMENT</b>	
3.1 Produce simple narratives in English that are real or fictional.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Step Into the Story</li> </ul>
<b>READING</b>	
<b>1.0 CHILDREN DEMONSTRATE AN APPRECIATION AND ENJOYMENT OF READING AND LITERATURE. FOCUS: PARTICIPATE IN READ-ALOUD ACTIVITY; INTEREST IN BOOKS AND READING</b>	
1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>
1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>
<b>2.0 CHILDREN SHOW AN INCREASING UNDERSTANDING OF BOOK READING. FOCUS: PERSONAL CONNECTIONS TO THE STORY; STORY STRUCTURE</b>	
2.1 Begin to engage in extended conversations in English about stories.	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.
2.2 Retell in English the majority of a story read or told in English.	Activities provide opportunities for children to use words and phrases acquired through conversation, reading, being read to, and responding to texts.
<b>3.0 CHILDREN DEMONSTRATE AN UNDERSTANDING OF PRINT CONVENTIONS. FOCUS: BOOK HANDLING</b>	
3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.	<p>Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>
<b>4.0 CHILDREN DEMONSTRATE AWARENESS THAT PRINT CARRIES MEANING. FOCUS: ENVIRONMENTAL PRINT</b>	
4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.	<ul style="list-style-type: none"> <li>• Words in Your World</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Power Words</li> </ul>
<b>5.0 CHILDREN DEMONSTRATE PROGRESS IN THEIR KNOWLEDGE OF THE ALPHABET IN ENGLISH. FOCUS: LETTER AWARENESS; LETTER RECOGNITION</b>	
5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Print Concepts</li> <li>• Alphabet Introduction</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>5.0 CHILDREN DEMONSTRATE PROGRESS IN THEIR KNOWLEDGE OF THE ALPHABET IN ENGLISH. FOCUS: LETTER AWARENESS; LETTER RECOGNITION <i>continued</i></b>	
5.2 Identify ten or more letters of the alphabet in English.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Match</li> <li>• Alphabet Introduction</li> <li>• Letter Pictures</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game</li> </ul>
<b>6.0 CHILDREN DEMONSTRATE PHONOLOGICAL AWARENESS. FOCUS: RHYMING; ONSET; SOUND DIFFERENCES IN THE HOME LANGUAGE AND ENGLISH</b>	
6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Rhyming Words</li> <li>• Picture Story</li> <li>• Rhyme</li> <li>• Rhyme Match</li> </ul>
6.2 Recognize and produce words that have similar onset (initial sound) in English.	<ul style="list-style-type: none"> <li>• Read with Me Books (See titles at end of document.)</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Phoneme Segmentation</li> <li>• Segment Onset/Rime</li> </ul>
<b>WRITING</b>	
<b>1.0 CHILDREN USE WRITING TO COMMUNICATE THEIR IDEAS. FOCUS: WRITING AS COMMUNICATION; WRITING TO REPRESENT WORDS OR IDEAS; WRITING THEIR NAME</b>	
1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Print Concepts</li> <li>• Alphabet Introduction</li> </ul>
1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Print Concepts</li> <li>• Alphabet Introduction</li> </ul>
1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.	<ul style="list-style-type: none"> <li>• Name Game</li> <li>• Letter Trace</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>MATHEMATICS</b>	
<b>NUMBER SENSE</b>	
<b>1.0 CHILDREN EXPAND THEIR UNDERSTANDING OF NUMBERS AND QUANTITIES IN THEIR EVERYDAY ENVIRONMENT.</b>	
1.1 Recite numbers in order to twenty with increasing accuracy.	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs (See titles at end of document.)</li> <li>• Number Instruction</li> <li>• Order Numbers</li> </ul>
1.2 Recognize and know the name of some written numerals.	<ul style="list-style-type: none"> <li>• Math Books (See titles at end of document.)</li> <li>• Number Instruction</li> </ul>
1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Subitizing Cards</li> </ul>
1.4 Count up to ten objects, using one-to- one correspondence (one object for each number word) with increasing accuracy.	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> </ul>
1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> </ul>
<b>2.0 CHILDREN EXPAND THEIR UNDERSTANDING OF NUMBER RELATIONSHIPS AND OPERATIONS IN THEIR EVERYDAY ENVIRONMENT.</b>	
2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Make and Count Groups</li> <li>• More Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>
2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	<ul style="list-style-type: none"> <li>• Songs: On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2.0 CHILDREN EXPAND THEIR UNDERSTANDING OF NUMBER RELATIONSHIPS AND OPERATIONS IN THEIR EVERYDAY ENVIRONMENT <i>continued.</i></b>	
2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	<ul style="list-style-type: none"> <li>• Songs: On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> </ul>
2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	<ul style="list-style-type: none"> <li>• Songs: On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> </ul>
<b>ALGEBRA AND FUNCTIONS (CLASSIFICATION AND PATTERNING)</b>	
<b>1.0 CHILDREN EXPAND THEIR UNDERSTANDING OF SORTING AND CLASSIFYING OBJECTS IN THEIR EVERYDAY ENVIRONMENT.</b>	
1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).	<ul style="list-style-type: none"> <li>• Song: All Sort of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>
<b>2.0 CHILDREN EXPAND THEIR UNDERSTANDING OF SIMPLE, REPEATING PATTERNS.</b>	
2.1 Recognize and duplicate simple repeating patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
2.2 Begin to extend and create simple repeating patterns.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>
<b>MEASUREMENT</b>	
<b>1.0 CHILDREN EXPAND THEIR UNDERSTANDING OF COMPARING, ORDERING, AND MEASURING OBJECTS.</b>	
1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Length</li> <li>• Capacity</li> <li>• Weight</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Tall and Short</li> </ul>
1.2 Order four or more objects by size.	<ul style="list-style-type: none"> <li>• Size</li> <li>• Order Size</li> </ul>
1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Nonstandard Units of Length</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GEOMETRY</b>	
<b>1.0 CHILDREN IDENTIFY AND USE A VARIETY OF SHAPES IN THEIR EVERYDAY ENVIRONMENT.</b>	
1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>
1.2 Combine different shapes to create a picture or design.	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Pattern Block Puzzles</li> </ul>
<b>2.0 CHILDREN EXPAND THEIR UNDERSTANDING OF POSITIONS IN SPACE.</b>	
2.1 Identify positions of objects and people in space, including in /on/ under, up/down, inside/outside, beside/ between, and in front/behind.	<ul style="list-style-type: none"> <li>• Songs: Get Over the Bugs; Position Cat; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul>
<b>MATHEMATICAL REASONING</b>	
<b>1.0 CHILDREN EXPAND THE USE OF MATHEMATICAL THINKING TO SOLVE PROBLEMS THAT ARISE IN THEIR EVERYDAY ENVIRONMENT.</b>	
1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Books: Milton's Mittens; Half for You and Half for Me</li> <li>• One-to-one Correspondence</li> <li>• Order Numbers</li> <li>• Order Size</li> <li>• Count On</li> <li>• Count Down</li> </ul>
<b>VISUAL AND PERFORMING ARTS</b>	
<b>VISUAL ART</b>	
<b>1.0 NOTICE, RESPOND, AND ENGAGE</b>	
1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	<ul style="list-style-type: none"> <li>• Song: Marmot Shapes</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> </ul>
1.2 Begin to plan art and show increasing care and persistence in completing it.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2.0 DEVELOP SKILLS IN VISUAL ART</b>	
2.1 Draw single circle and add lines to create representations of people and things.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> </ul>
2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
2.4 Use paper and other materials to make two- and three-dimensional assembled works.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
2.5 Recognize and name materials and tools used for visual arts.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
<b>3.0 CREATE, INVENT, AND EXPRESS THROUGH VISUAL ART</b>	
3.1 Intentionally create content in a work of art.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
3.2 Draw more detailed figures or objects with more control of line and shape.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
3.3 Use intensity of marks and color more frequently to express a feeling or mood.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
<b>MUSIC</b>	
<b>1.0 NOTICE, RESPOND, AND ENGAGE</b>	
1.1 Verbally reflect on music and describe music by using an expanded vocabulary.	<ul style="list-style-type: none"> <li>• Books: Movin' to the Music Time; What Sounds Say</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
1.2 Demonstrate more complex repeating melody and rhythm patterns.	<ul style="list-style-type: none"> <li>• Book: Jump Rope Rhymes</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
1.3 Identify the sources of a wider variety of music and music-like sounds.	Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.
1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
<b>2.0 DEVELOP SKILLS IN MUSIC</b>	
2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Sing Around the World Songs</li> <li>• What Do You Hear?</li> </ul>
2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>3.0 CREATE, INVENT, AND EXPRESS THROUGH MUSIC</b>	
3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	<ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>
3.3 Explore, improvise, and create brief melodies with voice or instrument.	<ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>
<b>DRAMA</b>	
<b>1.0 NOTICE, RESPOND, AND ENGAGE</b>	
1.1 Demonstrate a broader understanding of drama vocabulary.	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> </ul>
1.2 Explain preferences and interests related to participating in drama.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> </ul>
<b>2.0 DEVELOP SKILLS TO CREATE, INVENT, AND EXPRESS THROUGH DRAMA</b>	
2.1 Demonstrate extended role-play skills with increased imagination and creativity.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> </ul>
2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> </ul>
<b>DANCE</b>	
<b>1.0 NOTICE, RESPOND, AND ENGAGE</b>	
1.1 Further engage and participate in dance movements.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>
1.2 Connect dance terminology with demonstrated steps.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Hi! Notes</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>1.0 NOTICE, RESPOND, AND ENGAGE <i>continued</i></b>	
1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
1.4 Use understanding of different steps and movements to create or form a dance.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
<b>2.0 DEVELOP SKILLS IN DANCE</b>	
2.1 Continue to develop awareness of body in space.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> <li>• Personal Space Circle</li> </ul>
2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> <li>• Personal Space Circle</li> </ul>
2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> <li>• Personal Space Circle</li> </ul>
<b>3.0 CREATE, INVENT, AND EXPRESS THROUGH DANCE</b>	
3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> <li>• Personal Space Circle</li> </ul>
3.2 Invent and recreate dance movements.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
3.3 Improvise more complex dances that have a beginning, middle, and an end.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>
3.4 Communicate and express feelings intentionally through dance.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hi! Notes</li> </ul>



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>PHYSICAL DEVELOPMENT</b>	
<b>FUNDAMENTAL MOVEMENT SKILLS</b>	
<b>1.0 BALANCE</b>	
1.1 Show increasing balance and control when holding still.	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.
1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	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>2.0 LOCOMOTOR SKILLS</b>	
2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	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>3.0 MANIPULATIVE SKILLS</b>	
3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
<b>PERCEPTUAL-MOTOR SKILLS AND MOVEMENT CONCEPTS</b>	
<b>1.0 BODY AWARENESS</b>	
1.1 Demonstrate knowledge of an increasing number of body parts.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>• Body Parts</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Body Parts Cards</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2.0 SPATIAL AWARENESS</b>	
2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space.	<ul style="list-style-type: none"> <li>• Song: Position Cat</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, and Through</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> </ul>
<b>3.0 DIRECTIONAL AWARENESS</b>	
3.1 Begin to understand and distinguish between the sides of the body.	<ul style="list-style-type: none"> <li>• Body Parts</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Body Parts Cards</li> </ul>
3.2 Can change directions quickly and accurately.	Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	<ul style="list-style-type: none"> <li>• Song: Position Cat</li> <li>• Above, Below, Next to, On</li> <li>• Top, Beside, and Bottom</li> </ul>
3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
<b>ACTIVE PHYSICAL PLAY</b>	
<b>1.0 ACTIVE PARTICIPATION</b>	
1.1 Initiate more complex physical activities for a sustained period of time.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
<b>2.0 CARDIOVASCULAR ENDURANCE</b>	
2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
<b>3.0 MUSCULAR STRENGTH, MUSCULAR ENDURANCE, AND FLEXIBILITY</b>	
3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	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>HEALTH</b>	
<b>HEALTH HABITS</b>	
<b>1.0 BASIC HYGIENE</b>	
1.1 Demonstrate knowledge of more steps in the handwashing routine.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs Prevent Illness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rubric</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>1.0 BASIC HYGIENE <i>continued</i></b>	
1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	<ul style="list-style-type: none"> <li>• Book: The Germs</li> <li>• Germs</li> <li>• Avoid Germs Prevent Illness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rubric</li> </ul>
<b>2.0 ORAL HEALTH</b>	
2.1 Demonstrate knowledge of more steps of the routine for brushing and when tooth brushing should be done, with less adult supervision.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Teeth</li> </ul>
<b>3.0 KNOWLEDGE OF WELLNESS</b>	
3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	<ul style="list-style-type: none"> <li>• Body Parts</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Body Parts Cards</li> <li>• Body Apron Pattern</li> </ul>
3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>4.0 SUN SAFETY</b>	
4.1 Practice sun-safe actions with decreasing adult support and guidance.	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> <li>• Sun</li> </ul>
<b>SAFETY</b>	
<b>1.0 INJURY PREVENTION</b>	
1.1 Follow safety rules more independently though may still need adult support and prompting.	<ul style="list-style-type: none"> <li>• Song: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety for Kids</li> </ul>
1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>NUTRITION</b>	
<b>1.0 NUTRITION KNOWLEDGE</b>	
1.1 Identify a larger variety of foods and may know some of the related food groups.	<ul style="list-style-type: none"> <li>• Songs: Health; Food From Plants</li> <li>• Healthy Food</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2.0 NUTRITION CHOICES</b>	
2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.	<ul style="list-style-type: none"> <li>Songs: Health; Food From Plants</li> <li>Healthy Food</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>My Healthy Plate</li> </ul>
2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.	<ul style="list-style-type: none"> <li>Songs: Health; Food From Plants</li> <li>Healthy Food</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>My Healthy Plate</li> </ul>
<b>3.0 SELF-REGULATION OF EATING</b>	
3.1 Indicate greater awareness of own hunger and fullness.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>HISTORY-SOCIAL SCIENCE</b>	
<b>SELF AND SOCIETY</b>	
<b>1.0 CULTURE AND DIVERSITY</b>	
1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	<ul style="list-style-type: none"> <li>Books: Mine; José Three; Tortillas, Tortillas</li> <li>Sing Around the World Songs</li> </ul>
<b>2.0 RELATIONSHIPS</b>	
2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.	<ul style="list-style-type: none"> <li>Dinner Time</li> <li>The Picnic</li> <li>Party Time</li> <li>Soup's On!</li> <li>It's Not Fair!</li> <li>My Family</li> </ul>
<b>3.0 SOCIAL ROLES AND OCCUPATIONS</b>	
3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.	<ul style="list-style-type: none"> <li>Books: Play Ball; Follow the Apples</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Community Helpers</li> <li>I Love My Hat</li> </ul>
<b>BECOMING A PRESCHOOL COMMUNITY MEMBER (CIVICS)</b>	
<b>1.0 SKILLS FOR DEMOCRATIC PARTICIPATION</b>	
1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative to help develop skills needed to be responsible citizens.

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2.0 RESPONSIBLE CONDUCT</b>	
2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative to help develop skills of responsible group members.
<b>3.0 FAIRNESS AND RESPECT FOR OTHER PEOPLE</b>	
3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Baby's Ball</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> </ul>
<b>4.0 CONFLICT RESOLUTION</b>	
4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>SENSE OF TIME (HISTORY)</b>	
<b>1.0 UNDERSTANDING PAST EVENTS</b>	
1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.	<ul style="list-style-type: none"> <li>• Book: Lightning Bugs</li> <li>• Build Knowledge</li> <li>• Connect to Me</li> </ul>
<b>2.0 ANTICIPATING AND PLANNING FUTURE EVENTS</b>	
2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.	<ul style="list-style-type: none"> <li>• Book: I Can't Wait</li> <li>• Perfect Present</li> <li>• Do I Have To?</li> <li>• Party Time!</li> </ul>
<b>3.0 PERSONAL HISTORY</b>	
3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>4.0 HISTORICAL CHANGES IN PEOPLE AND THE WORLD</b>	
4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>SENSE OF PLACE (GEOGRAPHY AND ECOLOGY)</b>	
<b>1.0 NAVIGATING FAMILIAR LOCATIONS</b>	
1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Weather</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2.0 CARING FOR THE NATURAL WORLD</b>	
<p>2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).</p>	<ul style="list-style-type: none"> <li>• Songs: Seasons; Pollution Rap; I Am Part of All I See; Conservation</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Care of Earth</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Pollution and Recycling</li> </ul>
<b>3.0 UNDERSTANDING THE PHYSICAL WORLD THROUGH DRAWINGS AND MAPS</b>	
<p>3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>
<b>MARKETPLACE (ECONOMICS)</b>	
<b>1.0 EXCHANGE</b>	
<p>1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).</p>	<p>Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.</p>
<b>SCIENCE</b>	
<b>SCIENTIFIC INQUIRY</b>	
<b>1.0 OBSERVATION AND INVESTIGATION</b>	
<p>1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Science Investigation</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• How It Works</li> </ul>
<p>1.2 Observe objects and events in the environment and describe them in greater detail.</p>	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Book: Where in the World Would You Go Today?</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
<p>1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.</p>	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Length</li> <li>• Weight</li> <li>• Capacity</li> <li>• Measurement Tools</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>1.0 OBSERVATION AND INVESTIGATION</b> <i>continued</i>	
1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Same and Different</li> <li>• Look at Details</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Big Little Animals</li> <li>• Large Small Toys</li> <li>• Heavy and Light</li> </ul>
1.5 Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Book: Milton’s Mittens</li> <li>• Observe a Simple System</li> <li>• Science Investigation</li> <li>• Peek at the Story</li> </ul>
1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Book: Milton’s Mittens</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul>
<b>2.0 DOCUMENTATION AND COMMUNICATION</b>	
2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.	<ul style="list-style-type: none"> <li>• Songs: Graphing; Tallying</li> <li>• Books: One More Cat; Milton’s Mittens</li> <li>• Graphs</li> <li>• Tally Marks</li> <li>• Calendar/Graph Weather</li> </ul>
2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Observe a Simple System</li> <li>• Science Investigation</li> </ul>
<b>PHYSICAL SCIENCES</b>	
<b>1.0 PROPERTIES AND CHARACTERISTICS OF NONLIVING OBJECTS AND MATERIALS</b>	
1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects, and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Solid or Liquid; Same and Different; Five Senses; I Am Part of All I See; Shapes, Shapes, Shapes</li> <li>• Book: The Shape of Things</li> <li>• Size</li> <li>• Length</li> <li>• Weight</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Solid and Liquid</li> <li>• Sight</li> <li>• Touch</li> <li>• Hearing</li> <li>• Smell</li> <li>• Taste</li> </ul>

CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2.0 CHANGES IN NONLIVING OBJECTS AND MATERIALS</b>	
<p>2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).</p>	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Precipitation</li> <li>• Book: Whatever the Weather</li> <li>• Solid and Liquid</li> <li>• Tangrams</li> </ul>
<p>2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.</p>	<ul style="list-style-type: none"> <li>• Songs: Push and Pull; Gravity</li> <li>• Books: Mr. Mario's Neighborhood; Up and Down</li> <li>• Push and Pull</li> </ul>
<b>LIFE SCIENCES</b>	
<b>1.0 PROPERTIES AND CHARACTERISTICS OF LIVING THINGS</b>	
<p>1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p>	<ul style="list-style-type: none"> <li>• Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants</li> <li>• Books: Guess What I Am; Creepy Crawlers</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Invertebrates</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> </ul>
<p>1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p>	<ul style="list-style-type: none"> <li>• Books: We All Exercise; Everybody Needs to Eat</li> <li>• Exercise and Rest</li> <li>• Healthy Food</li> <li>• Food From Plants</li> <li>• Body Parts</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Healthy Plate</li> </ul>
<p>1.3 Recognize that living things have habitats in different environments suited to their unique needs.</p>	<ul style="list-style-type: none"> <li>• Song: I Am Part of All I See</li> <li>• Book: Where in the World Would You Go Today?</li> <li>• Rainforests</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Desert</li> <li>• Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians</li> </ul>
<p>1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.</p>	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> <li>• Rock Cycle</li> <li>• Animal Life Cycle and Growth</li> <li>• Plant Life Cycle and Growth</li> </ul>



CALIFORNIA STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2.0 CHANGES IN LIVING THINGS</b>	
<p>2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).</p>	<ul style="list-style-type: none"> <li>• Songs: Plants are Growing; Measuring Plants</li> <li>• Book: A Seed Grows</li> <li>• Plants</li> <li>• Amphibians</li> <li>• Animal Life Cycle and Growth</li> <li>• Plant Life Cycle and Growth</li> </ul>
<p>2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</p>	<ul style="list-style-type: none"> <li>• Song: Food From Plants</li> <li>• Books: Everybody Needs to Eat; The Watermelon Seed; Mela's Water Pot</li> <li>• Sun</li> <li>• Animals Need Water</li> <li>• Plants Need Water</li> <li>• Plants and Animals Need Air</li> <li>• Healthy Plants' Needs</li> </ul>
<b>EARTH SCIENCES</b>	
<b>1.0 PROPERTIES AND CHARACTERISTICS OF EARTH MATERIALS AND OBJECTS</b>	
<p>1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p>	<ul style="list-style-type: none"> <li>• Songs: Rocks; Air; Water</li> <li>• Materials</li> <li>• Water Cycle</li> <li>• Rock Cycle</li> <li>• Rocks</li> <li>• Sorting Rocks</li> <li>• Air</li> <li>• Size</li> </ul>
<b>2.0 CHANGES IN THE EARTH</b>	
<p>2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.</p>	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon</li> <li>• Books: Star Pictures; Moon Song</li> <li>• Sun</li> <li>• Moon</li> <li>• Clouds</li> <li>• Constellations</li> </ul>
<p>2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.</p>	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Seasons</li> <li>• Book: Whatever the Weather</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Clouds</li> </ul>
<p>2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.</p>	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Seasons</li> <li>• Books: That's What I Like: A Book About Seasons; Whatever the Weather; Turtle's Pond</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Clouds</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
<p>2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.</p>	<ul style="list-style-type: none"> <li>• Songs: Pollution Rap; Conservation</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>



## 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



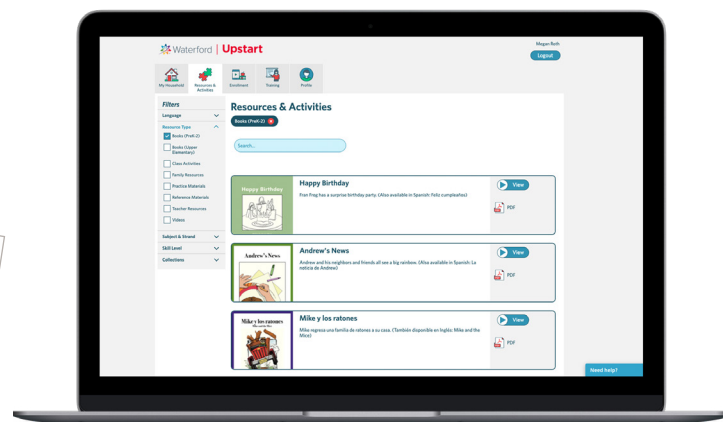
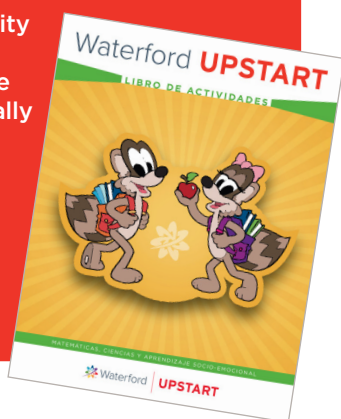
## FAMILY ENGAGEMENT

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.