CURRICULUM Correlation

Waterford Upstart

District of Columbia Early Learning Standards 2019

100%
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APPROACHES TO LEARNING/LOGIC AND REASONING</strong> . 1</td>
</tr>
<tr>
<td>1. Attends and engages with curiosity ............... 1</td>
</tr>
<tr>
<td>2. Shows persistence .................................. 1</td>
</tr>
<tr>
<td>3. Approaches tasks flexibly ............................. 1</td>
</tr>
<tr>
<td>4. Uses symbols and takes on pretend roles ........... 1</td>
</tr>
<tr>
<td><strong>COMMUNICATION AND LANGUAGE</strong> .................... 1</td>
</tr>
<tr>
<td>5. Demonstrates understanding of spoken language ........................................... 1</td>
</tr>
<tr>
<td>6. Uses language to express self .......................... 1</td>
</tr>
<tr>
<td>7. Uses conventional grammar and syntax .............. 1</td>
</tr>
<tr>
<td>8. Uses conventional conversational and other social communication skills .......... 1</td>
</tr>
<tr>
<td>9. Demonstrates understanding of print concepts ...... 2</td>
</tr>
<tr>
<td>10. Demonstrates comprehension of printed materials read aloud .................................. 2</td>
</tr>
<tr>
<td>11. Hears and discriminates the sounds of English and/or home language(s) .................... 2</td>
</tr>
<tr>
<td>12. Writes letters and words .............................. 2</td>
</tr>
<tr>
<td>13. Understands the purpose of writing and drawing .................................................. 2</td>
</tr>
<tr>
<td><strong>MATHMATICS</strong> ........................................ 2</td>
</tr>
<tr>
<td>14. Matches, groups and classifies objects .................... 2</td>
</tr>
<tr>
<td>15. Demonstrates knowledge of number and counting .................................................. 2</td>
</tr>
<tr>
<td>16. Demonstrates knowledge of volume, height, weight and length .................................. 2</td>
</tr>
<tr>
<td>17. Identifies and labels shapes .................................. 3</td>
</tr>
<tr>
<td>18. Demonstrates understanding of positional words .................................................. 3</td>
</tr>
<tr>
<td><strong>SCIENCE AND ENGINEERING</strong> ......................... 3</td>
</tr>
<tr>
<td>19. Investigates living things .................................. 3</td>
</tr>
<tr>
<td>20. Investigates physical objects ............................ 4</td>
</tr>
<tr>
<td>21. Investigates characteristics of Earth and space .................................................. 4</td>
</tr>
<tr>
<td>22. Investigates engineering .................................. 5</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong> ..................................... 6</td>
</tr>
<tr>
<td>23. Demonstrates understanding of self, family and a diverse community .......................... 6</td>
</tr>
<tr>
<td>24. Demonstrates an understanding of the relationship between people and the environments in which they live ................................................................. 6</td>
</tr>
<tr>
<td>25. Demonstrates an understanding of time as it relates to self, family and community ........ 6</td>
</tr>
<tr>
<td><strong>THE ARTS</strong> ........................................... 6</td>
</tr>
<tr>
<td>26. Engages in music and movement activities ................................. 6</td>
</tr>
<tr>
<td>27. Engages in drama activities .............................. 6</td>
</tr>
<tr>
<td>28. Explores the visual arts .................................... 6</td>
</tr>
<tr>
<td><strong>SOCIAL AND EMOTIONAL DEVELOPMENT</strong> ........ 7</td>
</tr>
<tr>
<td>29. Expresses a variety of feelings and learns to manage them ........................................ 7</td>
</tr>
<tr>
<td>30. Recognizes the feelings and rights of others and responds appropriately ....................... 7</td>
</tr>
<tr>
<td>31. Manages own behavior .................................... 7</td>
</tr>
<tr>
<td>32. Develops positive relationships with adults .......... 7</td>
</tr>
<tr>
<td>33. Engages and plays with peers ............................. 7</td>
</tr>
<tr>
<td>34. Resolves conflicts with others ............................. 7</td>
</tr>
<tr>
<td><strong>PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY</strong> 7</td>
</tr>
<tr>
<td>35. Demonstrates strength and coordination of large muscles ........................................ 7</td>
</tr>
<tr>
<td>36. Demonstrates strength and coordination of small muscles ........................................ 8</td>
</tr>
<tr>
<td>37. Demonstrates behaviors that promote health and safety ........................................... 8</td>
</tr>
<tr>
<td>38. Demonstrates competent eating behaviors through the maintenance of positive eating attitudes, optimal food acceptance skills, self regulation of food intake, mindful food choices and positive body image ........................................... 8</td>
</tr>
<tr>
<td><strong>WATERFORD BOOKS AND RELATED ACTIVITIES</strong> 9</td>
</tr>
<tr>
<td><strong>WATERFORD FAMILY ENGAGEMENT RESOURCES</strong> 12</td>
</tr>
</tbody>
</table>
## District of Columbia Standards

<table>
<thead>
<tr>
<th><strong>Approaches to Learning/Logic and Reasoning</strong></th>
<th><strong>Waterford Digital Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Attends and Engages with Curiosity</strong></td>
<td></td>
</tr>
<tr>
<td>1a. Chooses tasks of interest; responds to adult encouragement</td>
<td>• Science Investigation</td>
</tr>
<tr>
<td></td>
<td>Resources:</td>
</tr>
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<td></td>
<td>• Learning Together: How It Works</td>
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<tr>
<td><strong>2. Shows Persistence</strong></td>
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<td>2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity</td>
<td>Children build persistence with Waterford’s consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</td>
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<td><strong>3. Approaches Tasks Flexibly</strong></td>
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<td>3a. Finds solutions without having to try every possibility; may change approach</td>
<td>Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</td>
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<tr>
<td><strong>4. Uses Symbols and Takes on Pretend Roles</strong></td>
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<tr>
<td>4a. Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based</td>
<td>• Build Knowledge</td>
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<td>• Connect to Me</td>
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<td>• Perfect Present</td>
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<td></td>
<td>• Science Investigation</td>
</tr>
<tr>
<td></td>
<td>• Science Tools</td>
</tr>
<tr>
<td></td>
<td>• Observe a Simple System</td>
</tr>
<tr>
<td><strong>Communication and Language</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Demonstrates Understanding of Spoken Language</strong></td>
<td></td>
</tr>
<tr>
<td>5a. Responds to more complex questions, statements and texts read aloud that present new vocabulary and ideas</td>
<td>• Read with Me Books</td>
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<td>• Informational Books</td>
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<td>(See titles at end of document.)</td>
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<tr>
<td></td>
<td>• Science Investigation</td>
</tr>
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<td></td>
<td>• Sum Up: Five Ws</td>
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<td>• Find an Answer</td>
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<td><strong>6. Uses Language to Express Self</strong></td>
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<td>6a. Uses new vocabulary in everyday speech to meet own needs and to explain, describe and manage social relationships</td>
<td>Waterford’s Social Emotional videos model conversations and discussions between various characters that demonstrate how they communicate their wants and needs, and share experiences, thoughts, and feelings in complete sentences.</td>
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<td><strong>7. Uses Conventional Grammar and Syntax</strong></td>
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<td>7a. Uses longer sentences with plurals, adjectives, adverbs and negatives</td>
<td>• Songs: Nouns; Verbs; Preposition Cat; Pronouns; Adjectives Describe</td>
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<td><strong>8. Uses Conventional Conversational and Other Social Communication Skills</strong></td>
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<tr>
<td>8a. Initiates and engages in conversations of as many as three exchanges</td>
<td>Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.</td>
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<tr>
<td>DISTRICT OF COLUMBIA STANDARDS</td>
<td>WATERFORD DIGITAL RESOURCES</td>
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<td><strong>9. DEMONSTRATES UNDERSTANDING OF PRINT CONCEPTS</strong></td>
<td>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.</td>
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<tr>
<td>9a. Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages</td>
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| **10. DEMONSTRATES COMPREHENSION OF PRINTED MATERIALS READ ALOUD** | • Read with Me Books  
• Informational Books  
(See titles at end of document.)  
• Sum Up: Remember Order  
• Describe Characters |
| 10a. Uses some words and/or concepts from the text to talk about a story, poem or informational text read aloud | | |
| **11. HEARS AND DISCRIMINATES THE SOUNDS OF ENGLISH AND/OR HOME LANGUAGE(S).** | • Initial Sound  
• Right Initial Sound  
• Final Sound  
• Right Final Sound  
• Where is the Sound? |
| 11a. Plays with language, experimenting with beginning and ending sounds | | |
| **12. WRITES LETTERS AND WORDS** | • Dots, Lines, and Circles  
• Letter Trace |
| 12a. Uses letter-like forms, letter strings, some letter combinations that are words | | |
| **13. UNDERSTANDS THE PURPOSE OF WRITING AND DRAWING** | Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works. |
| 13a. Dictates and draws to share or record information and tell stories | | |
| **MATHEMATICS** | | |
| **14. MATCHES, GROUPS AND CLASSIFIES OBJECTS** | • Song: All Sorts of Laundry  
• Book: Buttons, Buttons  
• Sort  
• Make and Count Groups |
| 14a. Groups objects on the basis of a single characteristic (e.g., color, size or shape) | | |
| **15. DEMONSTRATES KNOWLEDGE OF NUMBER AND COUNTING** | • Counting Songs  
• Number Instruction  
• Match Numbers  
• One-to-one Correspondence  
• Number Counting |
| 15a. Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity | | |
| **16. DEMONSTRATES KNOWLEDGE OF VOLUME, HEIGHT, WEIGHT AND LENGTH** | • Song: Savanna Size  
• Size  
• Order Size  
• Length  
• Capacity  
• Measurement Tools  
• Nonstandard Units of Measure |
| 16a. Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length | | |
## District of Columbia Standards

### 17. Identifies and Labels Shapes

17a. Names a few basic two-dimensional shapes

- Songs: Marmot Shapes; Shapes, Shapes, Shapes
- Circle, Square, Triangle, Rectangle
- Simple Shapes

### 18. Demonstrates Understanding of Positional Words

18a. Follows directions to place objects or body beside, between or next to

- Songs: Position Cat; Get Over the Bugs
- Book: Up in the Air
- Position
- Over, Under, Above, Below
- Above, Below, Next to, On
- Over, Under, and Through
- Inside, Outside, Between

### Science and Engineering

### 19. Investigates Living Things

19a. Identifies and describes the external body parts of familiar animals (including humans) and plants

- Songs: Animal Bodies; Plants Are Growing; Birds
- Books: A Seed Grows; Animal Bodies; Guess What I Am
- Mammals
- Body Parts
- Birds
- Reptiles
- Amphibians
- Plants
- Plant or Animal
- Invertebrates
- Insects
- Worms

19b. Observes and begins to describe how living things grow and change over time

- Song: Plants Are Growing
- Book: Little Tree
- Mammals
- Amphibians
- Birds
- Plants
- Observe a Simple System

19c. Identifies basic needs of familiar plants and animals (including humans)

- Songs: Water; Plants Are Growing; Food From Plants
- Books: Mela's Water Pot; Everybody Needs to Eat
- Plants
- Water
- Sun
- Plants Need Water
- Animals Need Water
- Plants and Animals Need Air
- Food From Plants

19d. Begins to identify how animals (including humans) use individual senses to gather information about the world around them

- Song: The Five Senses
- Book: I Wish I Had Ears Like a Bat
- Sight
- Hearing
- Touch
- Taste
- Smell
### DISTRICT OF COLUMBIA STANDARDS

#### 19. INVESTIGATES LIVING THINGS

**19e.** Recognizes basic needs of familiar plants and animals (including humans)
- **Water**
- **Plants Are Growing**
- **Food From Plants**
- **Mela's Water Pot**
- **Everybody Needs to Eat**
- **Plants**
- **Water**
- **Sun**
- **Plants Need Water**
- **Animals Need Water**
- **Plants and Animals Need Air**
- **Food From Plants**

**19f.** Observes and begins to describe similarities and differences between familiar plants and animals, including humans
- **Songs:**
  - **Birds**
  - **Vertebrates**
  - **Fish**
  - **Plant or Animal**
  - **Invertebrates**
  - **I Am Part of All I See**
  - **Same and Different**
- **Books:**
  - **I Want to Be a Scientist Like Jane Goodall**
  - **I Want to Be a Scientist Like George Washington Carver**
  - **Guess What I Am**
  - **Creepy Crawlers**
- **Science Investigation**
- **Mammals**
- **Birds**
- **Reptiles**
- **Amphibians**
- **Insects**
- **Plant or Animal**
- **Invertebrates**
- **Worms**
- **Plants**

### WATERFORD DIGITAL RESOURCES

**19e.** Recognizes basic needs of familiar plants and animals (including humans)
- **Songs:**
  - **Water**
  - **Plants Are Growing**
  - **Food From Plants**
- **Books:**
  - **Mela's Water Pot**
  - **Everybody Needs to Eat**
  - **Plants**
  - **Water**
  - **Sun**
  - **Plants Need Water**
  - **Animals Need Water**
  - **Plants and Animals Need Air**
  - **Food From Plants**

**19f.** Observes and begins to describe similarities and differences between familiar plants and animals, including humans
- **Songs:**
  - **Birds**
  - **Vertebrates**
  - **Fish**
  - **Plant or Animal**
  - **Invertebrates**
  - **I Am Part of All I See**
  - **Same and Different**
- **Books:**
  - **I Want to Be a Scientist Like Jane Goodall**
  - **I Want to Be a Scientist Like George Washington Carver**
  - **Guess What I Am**
  - **Creepy Crawlers**
- **Science Investigation**
- **Mammals**
- **Birds**
- **Reptiles**
- **Amphibians**
- **Insects**
- **Plant or Animal**
- **Invertebrates**
- **Worms**
- **Plants**

### 20. INVESTIGATES PHYSICAL OBJECTS

**20a.** Explores, describes and compares the properties of liquids and solids found in children's daily environment
- **Songs:**
  - **Solid or Liquid**
  - **Precipitation**
- **Water**
- **Solid and Liquid**
- **States of Water**

**20b.** Investigates and describes or demonstrates various ways that objects can move
- **Song:** **Push and Pull**
- **Book:** **Mr. Mario's Neighborhood**
- **Push and Pull**
- **Magnets**

**20c.** Investigates sounds made by different objects and materials and discusses explanations about what is causing the sounds
- **Books:**
  - **Sound**
  - **What Sounds Say**
  - **What Do You Hear?**

**20d.** Makes observations of changes in shadows that may happen due to changes in light
- **Song:** **The Scientific Method**
- **Book:** **My Family Campout**
- **Science Investigation**
- **Light Sources**

### 21. INVESTIGATES CHARACTERISTICS OF EARTH AND SPACE

**21a.** Makes simple observations of the characteristics and apparent motions of the sun, moon, stars and clouds
- **Songs:**
  - **Sun Blues**
  - **The Moon**
- **Books:**
  - **Moon Song: Star Pictures**
  - **Sun**
  - **Moon**
  - **Constellations**
  - **Clouds**
<table>
<thead>
<tr>
<th>DISTRICT OF COLUMBIA STANDARDS</th>
<th>WATERFORD DIGITAL RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21. INVESTIGATES CHARACTERISTICS OF EARTH AND SPACE continued</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 21b. Observes and begins to identify the habitats of living things in the local environment | • Songs: Birds; Vertebrates; Fish; Invertebrates  
• Book: I Want to Be a Scientist Like Jane Goodall  
• Mammals  
• Birds  
• Reptiles  
• Amphibians  
• Insects  
• Invertebrates  
• Worms  
• Plants |
| 21c. Discusses changes in the local weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy) | • Song: The Four Seasons  
• Books: That’s What I Like: A Book About Seasons; Whatever the Weather  
• Weather  
• Calendar/Graph Weather  
• Spring  
• Summer  
• Fall  
• Winter |
| 21d. Observes and begins to identify how humans use natural resources (e.g., water, plants, animals) to meet their needs | • Songs: Water; Food From Plants  
• Books: Mela’s Water Pot; Everybody Needs to Eat  
• Food From Plants  
• Water  
• Animals Need Water |
| 21e. Observes and begins to identify how people change the local environment | • Song: Pollution Rap  
• Pollution and Recycling  
• Care of Water  
• Care of Earth  
**Resources:**  
• Exploring Your Home City with Your Children |
| **22. INVESTIGATES ENGINEERING** |
| 22a. Asks questions, makes observations and gathers information about familiar, simple problems | • Songs: Pollution Rap; Conservation  
• Pollution and Recycling  
• Care of Water  
• Care of Earth |
| 22b. Communicates an idea for solving a familiar, simple problem with words or non-verbal communication | • Songs: Pollution Rap; Conservation  
• Pollution and Recycling  
• Care of Water  
• Care of Earth |
| 22c. Tests a solution to a familiar, simple problem and uses the results of the test to determine whether the solution is effective | • Song: Inventing  
• Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright  
• Inventions |
<table>
<thead>
<tr>
<th>DISTRICT OF COLUMBIA STANDARDS</th>
<th>WATERFORD DIGITAL RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td></td>
</tr>
<tr>
<td><strong>23. DEMONSTRATES UNDERSTANDING OF SELF, FAMILY AND A DIVERSE COMMUNITY</strong></td>
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| 23a. Recognizes members of a group such as the class or family | • Books: Mine; José Three  
• My Family  
• Come Inside  
• My Name Is Squirrel  
**Resources:**  
• Community Helpers |
| **24. DEMONSTRATES AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN PEOPLE AND THE ENVIRONMENTS IN WHICH THEY LIVE** |                             |
| 24a. Recognizes the relationship of personal space to surroundings | **Resources:**  
• Personal Space Circle |
| 24b. Identifies own environment and other locations | **Resources:**  
• Exploring Your Home City with Your Children |
| **25. DEMONSTRATES AN UNDERSTANDING OF TIME AS IT RELATES TO SELF, FAMILY AND COMMUNITY** |                             |
| 25a. Recognizes sequence of events to establish a sense of order and time | • Books: Marty’s Mixed-up Mom; I Can’t Wait; Mr. Romano’s Secret, A Time Story  
• First, Next, and Last  
• Observe a Simple System |
| 25b. Explores changes in people/places/events in daily routines/sequences of events/experiences over time | • Books: Marty’s Mixed-up Mom; I Can’t Wait; Mr. Romano’s Secret, A Time Story  
• First, Next, and Last  
• Observe a Simple System |
| **THE ARTS**                  |                             |
| **26. ENGAGES IN MUSIC AND MOVEMENT ACTIVITIES** |                             |
| 26a. Responds to and communicates about music and movement, including culturally and linguistically diverse music and movement activities | • Sing Around the World  
• Book: Movin’ to the Music Time  
• Mama’s Melody  
• Baby’s Ballet  
**Resources:**  
• Hi! Notes |
| **27. ENGAGES IN DRAMA ACTIVITIES** |                             |
| 27a. Explores real or fantasy scenarios through pretend play | • Books: Andy’s Adventure; My Reptile Hospital  
**Resources:**  
• Role Play  
• What Would You Do? |
| 27b. Uses imagination and creativity to express self through pretend play | • Book: Movin’ to the Music Time  
• Mama’s Melody  
**Resources:**  
• Role Play  
• What Would You Do? |
<p>| <strong>28. EXPLORES THE VISUAL ARTS</strong> |                             |
| 28a. Knows and uses basic elements of visual arts | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |</p>
<table>
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<tr>
<th>DISTRICT OF COLUMBIA STANDARDS</th>
<th>WATERFORD DIGITAL RESOURCES</th>
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<tr>
<td><strong>28. EXPLORES THE VISUAL ARTS continued</strong></td>
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<tr>
<td>28b. Combines a variety of materials to engage in the process of art</td>
<td>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</td>
</tr>
<tr>
<td>28c. Uses imagination and creativity to express self through visual arts</td>
<td>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</td>
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<tr>
<th>SOCIAL AND EMOTIONAL DEVELOPMENT</th>
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<tr>
<td><strong>29. EXPRESSES A VARIETY OF FEELINGS AND LEARNS TO MANAGE THEM</strong></td>
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| 29a. Uses strategies learned from adults to manage feelings; begins to label feelings | • Lost and Found  
• Lost Dinosaur  
• Squirrel’s Blocks  
*Resources:*  
• Role Play  
• Lots of Feelings  
• What Would You Do?  
• Panda and Tornado |

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<tr>
<th>30. RECOGNIZES THE FEELINGS AND RIGHTS OF OTHERS AND RESPONDS APPROPRIATELY</th>
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| 30a. Responds positively to others’ demonstration of feelings | • Papa’s Thumb  
• Lost Keys  
• Noisy Children  
• Boo Hoo Baby  
• Baby’s Berries |

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<tr>
<th>31. MANAGES OWN BEHAVIOR</th>
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| 31a. Follows classroom rules and routines (including new ones) with occasional reminders | *Resources:*  
• Classroom Helpers |

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<th>32. DEVELOPS POSITIVE RELATIONSHIPS WITH ADULTS</th>
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<td>32a. Engages with trusted adults for information and socializing; manages separations</td>
<td>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.</td>
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<tr>
<th>33. ENGAGES AND PLAYS WITH PEERS</th>
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| 33a. Uses successful strategies to initiate or join an activity with several children | • Clubhouse  
• Marmot’s Basket  
*Resources:*  
• This Belongs to a Friend  
• How to Listen Like a Friend |

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<tr>
<th>34. RESOLVES CONFLICTS WITH OTHERS</th>
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<tr>
<td>34a. Asks adults for help and sometimes suggests ways to solve social problems</td>
<td>Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</td>
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<tr>
<th>PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY</th>
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<tr>
<td><strong>35. DEMONSTRATES STRENGTH AND COORDINATION OF LARGE MUSCLES</strong></td>
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<tr>
<td>35a. Engages in complex large-muscle activities that involve flexibility, control and a full range of motion</td>
<td>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.</td>
</tr>
<tr>
<td>DISTRICT OF COLUMBIA STANDARDS</td>
<td>WATERFORD DIGITAL RESOURCES</td>
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<tr>
<td><strong>36. DEMONSTRATES STRENGTH AND COORDINATION OF SMALL MUSCLES</strong></td>
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<tr>
<td>36a. Uses finger and hand movements to work with small objects and accomplish tasks</td>
<td>Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop hand strength and dexterity.</td>
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<tr>
<td><strong>37. DEMONSTRATES BEHAVIORS THAT PROMOTE HEALTH AND SAFETY</strong></td>
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</table>
| 37a. Follows familiar health and safety rules with occasional reminders | • Song: Health  
• Book: We All Exercise  
• Exercise and Rest  
• Healthy Food  
**Resources:**  
• Fire Safety Activities for Kids  
• Emergency Preparedness for Kids |
| 37b. Performs basic self-help tasks with assistance | • Song: Health  
• Book: The Germs |
| 37c. Recognizes physical boundaries between their own bodies and others’ bodies | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.  
**Resources:**  
• Personal Space Circle |
| 37d. Identifies trusted adult(s) and is aware of how to ask that person for help or articulates need for safety when a problem arises | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| **38. DEMONSTRATES COMPETENT EATING BEHAVIORS THROUGH THE MAINTENANCE OF POSITIVE EATING ATTITUDES, OPTIMAL FOOD ACCEPTANCE SKILLS, SELF REGULATION OF FOOD INTAKE, MINDFUL FOOD CHOICES AND POSITIVE BODY IMAGE** |  |
| 38e. Begins to independently engage in mindful eating practices | • Song: Health  
• Healthy Food  
**Resources:**  
• My Healthy Plate |
| 38f. Begins to participate in experiential nutrition activities | • Song: Health  
• Healthy Food  
**Resources:**  
• Food Pictures (Healthy Eating)  
• My Healthy Plate |
WATERFORD Books and Related Activities

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; 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

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 11; 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

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 Mathematician 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 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 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.

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; 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

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 Gooey 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.