

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*District of
Columbia
Early Learning
Standards 2019*

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DISTRICT OF COLUMBIA STANDARDS	WATERFORD DIGITAL RESOURCES
APPROACHES TO LEARNING/LOGIC AND REASONING	
1. ATTENDS AND ENGAGES WITH CURIOSITY	
1a. Chooses tasks of interest; responds to adult encouragement	<ul style="list-style-type: none"> • Science Investigation <p>Resources:</p> <ul style="list-style-type: none"> • Learning Together: How It Works
2. SHOWS PERSISTENCE	
2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity	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.
3. APPROACHES TASKS FLEXIBLY	
3a. Finds solutions without having to try every possibility; may change approach	Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
4. USES SYMBOLS AND TAKES ON PRETEND ROLES	
4a. Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based	<ul style="list-style-type: none"> • Build Knowledge • Connect to Me • Perfect Present • Science Investigation • Science Tools • Observe a Simple System
COMMUNICATION AND LANGUAGE	
5. DEMONSTRATES UNDERSTANDING OF SPOKEN LANGUAGE	
5a. Responds to more complex questions, statements and texts read aloud that present new vocabulary and ideas	<ul style="list-style-type: none"> • Read with Me Books • Informational Books (See titles at end of document.) • Science Investigation • Sum Up: Five Ws • Find an Answer
6. USES LANGUAGE TO EXPRESS SELF	
6a. Uses new vocabulary in everyday speech to meet own needs and to explain, describe and manage social relationships	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.
7. USES CONVENTIONAL GRAMMAR AND SYNTAX	
7a. Uses longer sentences with plurals, adjectives, adverbs and negatives	<ul style="list-style-type: none"> • Songs: Nouns; Verbs; Preposition Cat; Pronouns; Adjectives Describe
8. USES CONVENTIONAL CONVERSATIONAL AND OTHER SOCIAL COMMUNICATION SKILLS	
8a. Initiates and engages in conversations of as many as three exchanges	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.

DISTRICT OF COLUMBIA STANDARDS	WATERFORD DIGITAL RESOURCES
9. DEMONSTRATES UNDERSTANDING OF PRINT CONCEPTS	
9a. Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages	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.
10. DEMONSTRATES COMPREHENSION OF PRINTED MATERIALS READ ALOUD	
10a. Uses some words and/or concepts from the text to talk about a story, poem or informational text read aloud	<ul style="list-style-type: none"> • Read with Me Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order • Describe Characters
11. HEARS AND DISCRIMINATES THE SOUNDS OF ENGLISH AND/OR HOME LANGUAGE(S).	
11a. Plays with language, experimenting with beginning and ending sounds	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where is the Sound?
12. WRITES LETTERS AND WORDS	
12a. Uses letter-like forms, letter strings, some letter combinations that are words	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace
13. UNDERSTANDS THE PURPOSE OF WRITING AND DRAWING	
13a. Dictates and draws to share or record information and tell stories	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.
MATHEMATICS	
14. MATCHES, GROUPS AND CLASSIFIES OBJECTS	
14a. Groups objects on the basis of a single characteristic (e.g., color, size or shape)	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort • Make and Count Groups
15. DEMONSTRATES KNOWLEDGE OF NUMBER AND 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	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Match Numbers • One-to-one Correspondence • Number Counting
16. DEMONSTRATES KNOWLEDGE OF VOLUME, HEIGHT, WEIGHT AND LENGTH	
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	<ul style="list-style-type: none"> • Song: Savanna Size • Size • Order Size • Length • Capacity • Measurement Tools • Nonstandard Units of Measure

DISTRICT OF COLUMBIA STANDARDS	WATERFORD DIGITAL RESOURCES
17. IDENTIFIES AND LABELS SHAPES	
17a. Names a few basic two-dimensional shapes	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Song: The Five Senses • Book: I Wish I Had Ears Like a Bat • Sight • Hearing • Touch • Taste • Smell

DISTRICT OF COLUMBIA STANDARDS	WATERFORD DIGITAL RESOURCES
19. INVESTIGATES LIVING THINGS <i>continued</i>	
19e. Recognizes basic needs of familiar plants and animals (including humans)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; 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	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Precipitation • Water • Solid and Liquid • States of Water
20b. Investigates and describes or demonstrates various ways that objects can move	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Books: Sound; What Sounds Say • What Do You Hear?
20d. Makes observations of changes in shadows that may happen due to changes in light	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon • Books: Moon Song; Star Pictures • Sun • Moon • Constellations • Clouds

DISTRICT OF COLUMBIA STANDARDS	WATERFORD DIGITAL RESOURCES
21. INVESTIGATES CHARACTERISTICS OF EARTH AND SPACE <i>continued</i>	
21b. Observes and begins to identify the habitats of living things in the local environment	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Song: Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City with Your Children
22. INVESTIGATES ENGINEERING	
22a. Asks questions, makes observations and gathers information about familiar, simple problems	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Song: Inventing • Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright • Inventions

DISTRICT OF COLUMBIA STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL STUDIES	
23. DEMONSTRATES UNDERSTANDING OF SELF, FAMILY AND A DIVERSE COMMUNITY	
23a. Recognizes members of a group such as the class or family	<ul style="list-style-type: none"> • Books: Mine; José Three • My Family • Come Inside • My Name Is Squirrel <p>Resources:</p> <ul style="list-style-type: none"> • 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	<p>Resources:</p> <ul style="list-style-type: none"> • Personal Space Circle
24b. Identifies own environment and other locations	<p>Resources:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Sing Around the World • Book: Movin’ to the Music Time • Mama’s Melody • Baby’s Ballet <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes
27. ENGAGES IN DRAMA ACTIVITIES	
27a. Explores real or fantasy scenarios through pretend play	<ul style="list-style-type: none"> • Books: Andy’s Adventure; My Reptile Hospital <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
27b. Uses imagination and creativity to express self through pretend play	<ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Mama’s Melody <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
28. EXPLORES THE VISUAL ARTS	
28a. Knows and uses basic elements of visual arts	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.

DISTRICT OF COLUMBIA STANDARDS	WATERFORD DIGITAL RESOURCES
28. EXPLORES THE VISUAL ARTS <i>continued</i>	
28b. Combines a variety of materials to engage in the process of art	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
28c. Uses imagination and creativity to express self through visual arts	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
SOCIAL AND EMOTIONAL DEVELOPMENT	
29. EXPRESSES A VARIETY OF FEELINGS AND LEARNS TO MANAGE THEM	
29a. Uses strategies learned from adults to manage feelings; begins to label feelings	<ul style="list-style-type: none"> • Lost and Found • Lost Dinosaur • Squirrel’s Blocks <p>Resources:</p> <ul style="list-style-type: none"> • Role Play • Lots of Feelings • What Would You Do? • Panda and Tornado
30. RECOGNIZES THE FEELINGS AND RIGHTS OF OTHERS AND RESPONDS APPROPRIATELY	
30a. Responds positively to others’ demonstration of feelings	<ul style="list-style-type: none"> • Papa’s Thumb • Lost Keys • Noisy Children • Boo Hoo Baby • Baby’s Berries
31. MANAGES OWN BEHAVIOR	
31a. Follows classroom rules and routines (including new ones) with occasional reminders	<p>Resources:</p> <ul style="list-style-type: none"> • Classroom Helpers
32. DEVELOPS POSITIVE RELATIONSHIPS WITH ADULTS	
32a. Engages with trusted adults for information and socializing; manages separations	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.
33. ENGAGES AND PLAYS WITH PEERS	
33a. Uses successful strategies to initiate or join an activity with several children	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket <p>Resources:</p> <ul style="list-style-type: none"> • This Belongs to a Friend • How to Listen Like a Friend
34. RESOLVES CONFLICTS WITH OTHERS	
34a. Asks adults for help and sometimes suggests ways to solve social problems	Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY	
35. DEMONSTRATES STRENGTH AND COORDINATION OF LARGE MUSCLES	
35a. Engages in complex large-muscle activities that involve flexibility, control and a full range of motion	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.

DISTRICT OF COLUMBIA STANDARDS	WATERFORD DIGITAL RESOURCES
36. DEMONSTRATES STRENGTH AND COORDINATION OF SMALL MUSCLES	
36a. Uses finger and hand movements to work with small objects and accomplish tasks	Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop hand strength and dexterity.
37. DEMONSTRATES BEHAVIORS THAT PROMOTE HEALTH AND SAFETY	
37a. Follows familiar health and safety rules with occasional reminders	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • Fire Safety Activities for Kids • Emergency Preparedness for Kids
37b. Performs basic self-help tasks with assistance	<ul style="list-style-type: none"> • Song: Health • Book: The Germs
37c. Recognizes physical boundaries between their own bodies and others' bodies	<p>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.</p> <p>Resources:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Song: Health • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate
38f. Begins to participate in experiential nutrition activities	<ul style="list-style-type: none"> • Song: Health • Healthy Food <p>Resources:</p> <ul style="list-style-type: none"> • Food Pictures (Healthy Eating) • My Healthy Plate



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



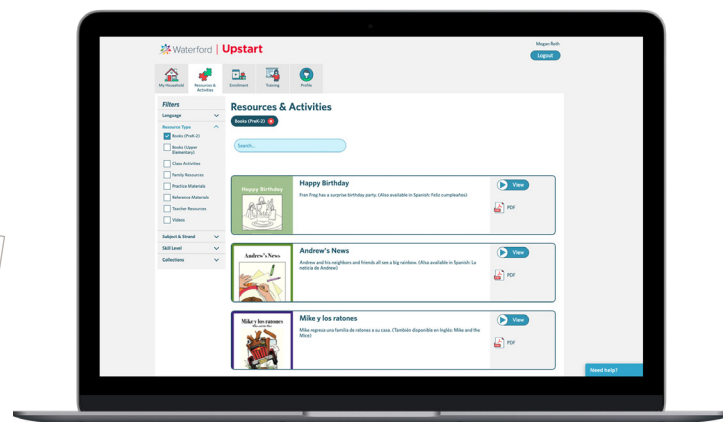
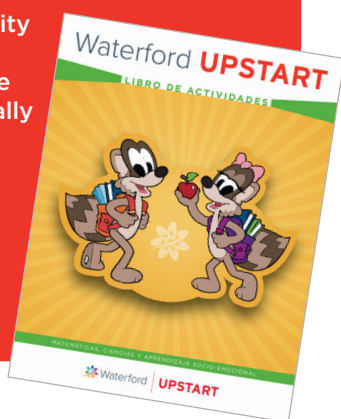
FAMILY ENGAGEMENT

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](https://upstart.waterford.org/) 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.