

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Wyoming's
Early Learning
Standards 2021*

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WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
EMOTIONAL DEVELOPMENT	
STANDARD 1: CHILDREN DEVELOP A SENSE OF IDENTITY AND BELONGING BY:	
1a. Developing an awareness and appreciation of self as a unique, competent, and capable individual.	<ul style="list-style-type: none"> • Book: My Super Sticky Sandwich • Squirrel's Sketches • Dinner Time • Soup's On! • Perfect Present • Mama's Melody
1b. Feeling a sense of pride and belonging to family, community, and other groups.	<ul style="list-style-type: none"> • Clubhouse • Marmot's Basket • My Family
1c. Expressing confidence in a range of abilities and in the capacity to accomplish tasks and take on new challenges.	<ul style="list-style-type: none"> • Squirrel's Sketches • Dinner Time • Soup's On! • Perfect Present • Mama's Melody • Musical Mayhem
STANDARD 2: CHILDREN DEMONSTRATE HEALTHY EMOTIONAL EXPRESSION AND FUNCTIONING BY:	
2a. Expressing, recognizing, and labeling their body's sensations and emotions.	<ul style="list-style-type: none"> • Lost Dinosaur • Lost Keys • Papa's Thumb • Squirrel's Blocks • Baby's Ball • Boo Hoo Baby • Where's Papa? • Lost and Found <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Emotion Cards
2b. Adapting to diverse situations and new environments with appropriate emotions and behaviors.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
2c. Managing their internal state and emotions with increasing independence	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."
2d. Handling impulses and behavior with support from adults.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
SOCIAL DEVELOPMENT	
STANDARD 1: CHILDREN BUILD RELATIONSHIPS WITH ADULTS BY:	
1a. Showing trust, developing emotional bonds, and interacting comfortably with adults.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
1b. Communicating with familiar adults and accepting or requesting guidance	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
STANDARD 2: CHILDREN BUILD RELATIONSHIPS WITH PEERS BY:	
2a. Engaging in and maintaining positive interactions and relationships with other children	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.
2b. Engaging in age-appropriate social play (e.g., parallel, associative, cooperative).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
2c. Using problem-solving skills to resolve conflicts with other children.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
STANDARD 3: CHILDREN DEMONSTRATE PRO-SOCIAL BEHAVIOR BY:	
3a. Recognizing and labeling others' emotions.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem • Papa's Thumb • Noisy Children <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Emotion Cards
3b. Expressing care and concern toward others.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Musical Mayhem
3c. Recognizing how actions affect others	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
3d. Asserting themselves and communicating preferences in age-appropriate ways.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
3e. Participating collaboratively with a group.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
CULTURE, FAMILY, AND COMMUNITY	
STANDARD 1: CHILDREN DEVELOP AN UNDERSTANDING OF CULTURE, FAMILY, AND COMMUNITY BY:	
1a. Demonstrating self-awareness, confidence, family pride, and positive social identities.	<ul style="list-style-type: none"> • My Name Is Squirrel • My Family • Soup's On! • Squirrel's Sketches • Musical Mayhem
1b. Expressing comfort and joy with human diversity, using accurate language for human differences, and forming deep, caring connections across all dimensions of human diversity.	<ul style="list-style-type: none"> • Sing Around the World Songs
1c. Developing an awareness of the functions, contributions, and diverse characteristics of their own family and others.	<ul style="list-style-type: none"> • My Name Is Squirrel • My Family • Soup's On! • Dinner Time • The Picnic

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
STANDARD 1: CHILDREN DEVELOP AN UNDERSTANDING OF CULTURE, FAMILY, AND COMMUNITY BY <i>continued:</i>	
1d. Recognizing and describing physical features of the classroom, home, and community.	Resources: • Exploring Your Home City With Your Children
1e. Developing an understanding of the basic principles of how communities function.	Resources: • Community Helpers
1f. Recognizing unfairness (injustice), using language to describe unfairness, and understanding that unfairness hurts.	Resources: • Books: I Want to Be a Scientist Like George Washington Carver; Eyes on the Goal: The Story of Abby Wambach; Defying Gravity: The Story of Mae Jemison; Good Trouble: The Story of John Lewis
1g. Demonstrating a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.	Resources: • Book: Good Trouble: The Story of John Lewis
COMMUNICATION	
STANDARD 1: CHILDREN DEMONSTRATE RECEPTIVE LANGUAGE SKILLS BY:	
1a. Understanding, responding to, and learning from conversations with others.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.
1b. Responding appropriately to simple statements, directions, questions, and stories.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.
1c. Comprehending increasingly complex and varied vocabulary.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.
STANDARD 2: CHILDREN DEMONSTRATE EXPRESSIVE LANGUAGE SKILLS BY:	
2a. Using increasingly complex and varied vocalizations and vocabulary to express ideas and needs.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.
2b. Communicating in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> • Books: Quick! Help!; The Watermelon Seed; The Noise in the Night • Lost and Found • Do I Have To? • It's Not Fair! • Marmot's Basket
2c. Understanding, following, and using appropriate social and conversational rules.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
2d. Persisting with conversations through multiple exchanges.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
STANDARD 2: CHILDREN DEMONSTRATE EXPRESSIVE LANGUAGE SKILLS BY <i>continued</i>:	
2e. Varying the amount of information provided to meet the demands of the situation.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.
2f. Expressing themselves in increasingly long, detailed, and sophisticated ways	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.
LITERACY	
STANDARD 1: CHILDREN GAIN EARLY READING SKILLS AND AN APPRECIATION FOR BOOKS BY:	
1a. Showing interest in shared reading experiences and engaging with books independently.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.)
1b. Comprehending meaning from pictures and stories.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Words Tell About the Pictures
1c. Demonstrating an understanding of narrative structure through storytelling/retelling.	<ul style="list-style-type: none"> • Sum Up: Remember Order • Sum Up: Five Ws • Read with Me Books • Sing a Rhyme Songs/Books • Number Books • Science Books (See titles at end of document.)
1d. Engaging with or asking and answering questions about a book that is read aloud.	<ul style="list-style-type: none"> • Ask a Question • Find an Answer • Sum Up: Five Ws • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)
1e. Recognizing how books are read (front to back and one page at a time) and recognizing basic features of books such as title, author, and illustrator.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud. Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions.
1f. Making connections between stories and real-life experiences.	<ul style="list-style-type: none"> • Books: Mine; I Hate Peas; Ooey, Gooley Mud; My Super Sticky Sandwich; José Three; Play Ball
STANDARD 2: CHILDREN DEMONSTRATE PHONOLOGICAL AWARENESS BY:	
2a. Attending to, repeating, and using rhythms, rhymes, phrases, or refrains from stories or songs.	<ul style="list-style-type: none"> • Songs: Apples and Bananas; Marmot Shapes; Days of the Week; Same and Different • Books: Jump Rope Rhymes; Rocks in My Socks • Sing a Rhyme Songs/Books (See titles at end of document.)
2b. Demonstrating awareness that spoken language is composed of smaller segments (e.g., words, syllables, and sounds).	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Syllables • Letter Sounds

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
STANDARD 3: CHILDREN DEVELOP WRITING SKILLS BY:	
3a. Recognizing that writing is a way of communicating for a variety of purposes.	<ul style="list-style-type: none"> • Print Concepts
3b. Using a combination of drawing, dictating, and writing to tell a story	<p>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.</p>
3c. Communicating through written representations, symbols, and letters using increasingly sophisticated marks.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace
STANDARD 4: CHILDREN GAIN KNOWLEDGE OF PRINT CONCEPTS AND THE ALPHABET BY:	
4a. Identifying letters of the alphabet and producing correct sounds associated with letters.	<ul style="list-style-type: none"> • Songs: Mama Squirrel’s Sound Song; ABC Songs • Letter Sound Songs • Name that Letter • Name That Letter Sound
4b. Developing an understanding that print carries a message through symbols and word.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
APPROACHES TO LEARNING	
STANDARD 1: CHILDREN FOSTER INITIATIVE AND CURIOSITY BY:	
1a. Demonstrating eagerness to explore, learn about, and discuss a range of topics, ideas, and tasks.	<ul style="list-style-type: none"> • Science Investigation • Observe a Simple System • Amphibians <p>Resources:</p> <ul style="list-style-type: none"> • How It Works
1b. Demonstrating flexibility, imagination, and inventiveness in approaching tasks and activities.	<p>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.</p>
1c. Planning, initiating, and completing learning activities with peers.	<p>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.</p>
STANDARD 2: CHILDREN PRACTICE COGNITIVE SELF-REGULATION AND EXECUTIVE FUNCTION SKILLS BY:	
2a. Demonstrating an increasing ability to control impulses.	<p>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.”</p>
2b. Maintaining focus, sustaining attention, and persisting in tasks with age-appropriate support.	<p>Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.</p>

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
STANDARD 2: CHILDREN PRACTICE COGNITIVE SELF-REGULATION AND EXECUTIVE FUNCTION SKILLS BY <i>continued</i>:	
2c. Using memories as a foundation for more complex actions and thoughts.	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.
2d. Demonstrating flexibility in thinking and behavior.	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.
2e. Shifting attention between tasks and moving through transitions with minimal direction.	Children follow routines independently as they progress through the Waterford sequence of activities.
STANDARD 3: CHILDREN DEMONSTRATE SYMBOLIC REPRESENTATION BY:	
3a. Using imagination in play and interactions with themselves, materials, and others.	<ul style="list-style-type: none"> • Books: My Reptile Hospital; Ooey, Gooey Mud; Elephant Upstairs; Bandage Bandit; Rocks in My Socks
3b. Recognizing the difference between pretend or fantasy situations and reality.	<ul style="list-style-type: none"> • Distinguish between Fantasy and Reality
3c. Representing people, places, things, and processes, through drawings, movement, writing, and three-dimensional objects	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Soup's On! • Perfect Present • Baby's Ballet • Mama's Melody <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes • Role Play • What Would You Do?
3d. Exploring and representing their ideas through creative arts	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
MATHEMATICS	
STANDARD 1: CHILDREN BUILD AN UNDERSTANDING OF NUMBER SENSE AND OPERATIONS BY:	
1a. Developing a sense of quantity and number.	<ul style="list-style-type: none"> • Number Instruction • Match Numbers
1b. Knowing number names and counting sequences.	<ul style="list-style-type: none"> • Number Instruction • Counting Songs • Number Counting
1c. Recognizing the number of objects in a set.	<ul style="list-style-type: none"> • Match Numbers • Make and Count Groups
1d. Comparing numbers and quantities.	<ul style="list-style-type: none"> • Match Numbers • Make and Count Groups
1e. Understanding the relationship between numbers and quantities.	<ul style="list-style-type: none"> • Match Numbers • Make and Count Groups
1f. Associating a quantity with written numerals and writing numbers.	<ul style="list-style-type: none"> • Number Instruction • Number Books • Match Numbers

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
STANDARD 1: CHILDREN BUILD AN UNDERSTANDING OF NUMBER SENSE AND OPERATIONS BY <i>continued:</i>	
1g. Understanding addition as adding to and understanding subtraction as taking-away-from.	<ul style="list-style-type: none"> • Songs: On the Bayou; Addition; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction
STANDARD 2: CHILDREN PRACTICE MEASUREMENT AND COMPARISON BY:	
2a. Measuring objects by their various attributes using standard and non-standard measurement.	<ul style="list-style-type: none"> • Song: Measuring Plants • Nonstandard Units of Measure • Standard Units of Measure • Length • Weight • Capacity
2b. Using differences in attributes to make comparisons.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; Let's Compare • Make Comparisons • Size • Length • Capacity • Big and Little • Heavy and Light • Tall and Short • Big Little Animals • Large Small Toys
2c. Identifying currency and recognizing that it holds value.	<ul style="list-style-type: none"> • Song: Save Your Pennies • Book: Bugs For Sale • Coin Identification
STANDARD 3: CHILDREN DEVELOP SPATIAL SENSE AND AN UNDERSTANDING OF GEOMETRY BY:	
3a. Exploring the positions of objects and their movement in space.	<ul style="list-style-type: none"> • Songs: Position Cat; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last
3b. Identifying, describing, comparing, and composing 2D and 3D shapes.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon • Geoboard • Tangrams

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
STANDARD 4: CHILDREN PRACTICE SEQUENCING AND PATTERNS BY:	
4a. Matching, sorting, classifying, and ordering objects.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Make Comparisons • Size • Order Size • Sort • Match
4b. Recognizing, duplicating, and extending simple patterns.	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
SCIENTIFIC REASONING	
STANDARD 1: CHILDREN ENGAGE IN SCIENTIFIC INQUIRY BY:	
1a. Exploring, observing, and describing objects, materials, organisms, and events.	<ul style="list-style-type: none"> • Songs: Solid or Liquid; Living and Nonliving; Plant or Animal; Precipitation • Books: I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Carl Linnaeus • Science Investigation • Materials • Plant and Animal • Living or Nonliving
1b. Comparing and categorizing observable phenomena	<ul style="list-style-type: none"> • Songs: Living and Nonliving; Plant or Animal • Books: I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Carl Linnaeus • Science Investigation • Plant or Animal • Sorting Rocks
1c. Using understanding of causal relationships to act on social and physical environments.	<ul style="list-style-type: none"> • Songs: Conservation; Pollution Rap; I Am Part of All I See • Pollution and Recycling • Care of Earth
1d. Engaging in scientific talk.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools
1e. Developing an understanding of the processes that assist people in designing and building.	<ul style="list-style-type: none"> • Song: Inventing • Books: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Thomas Edison; Inventions All Around
STANDARD 2: CHILDREN PRACTICE SCIENCE AND ENGINEERING SKILLS BY:	
2a. Using a variety of strategies to solve problems.	<ul style="list-style-type: none"> • Song: Inventing • Book: Inventions All Around
2b. Asking a question, gathering information, and making predictions.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System • Calendar/Graph Weather
2c. Planning and conducting investigations and experiments.	<ul style="list-style-type: none"> • Plant Experiment • Pollution Experiment • Buoyancy Experiment
2d. Analyzing results, drawing conclusions, and communicating results.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
PHYSICAL DEVELOPMENT	
STANDARD 1: CHILDREN DEVELOP GROSS MOTOR SKILLS BY:	
1a. Demonstrating control, strength, and coordination of large muscles	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.
1b. Using perceptual information to guide movement and interactions with objects and other people.	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
STANDARD 2: CHILDREN DEVELOP FINE MOTOR SKILLS BY:	
2a. Demonstrating increasing control, strength, and coordination of small muscles.	Children use a mouse, keyboard, or touch pad during their daily Waterford sessions. The movements help develop hand strength and dexterity.
2b. Exhibiting complex fine motor coordination when using tools to complete tasks.	The daily use of a touch pad or mouse helps develop eye-hand coordination.
DAILY LIVING SKILLS	
STANDARD 1: CHILDREN DEVELOP AN UNDERSTANDING OF HEALTH, NUTRITION, AND SAFETY PRACTICES BY:	
1a. Demonstrating healthy behaviors that contribute to lifelong well-being through physical activity.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest
1b. Demonstrating personal health and hygiene skills and practicing self-care routines.	<ul style="list-style-type: none"> • Song: Health • Books: We All Exercise; The Germs • Germs • Avoid Germs and Prevent Illness • Exercise and Rest Resources: <ul style="list-style-type: none"> • Hand Washing Rebus
1c. Exploring and enjoying a variety of nutritional foods and developing healthy eating practices.	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time Resources: <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)
1d. Developing knowledge and skills that help promote nutritious food choices and eating habits.	<ul style="list-style-type: none"> • Song: Health • Healthy Food • Dinner Time Resources: <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)

WYOMING STANDARDS	WATERFORD DIGITAL RESOURCES
STANDARD 1: CHILDREN DEVELOP AN UNDERSTANDING OF HEALTH, NUTRITION, AND SAFETY PRACTICES BY <i>continued</i>:	
1e. Developing an awareness and understanding of safety rules and routines while learning to make safe and appropriate choices.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus • Emergency Preparedness for Kids • Fire Safety for Kids
1f. Assessing situations and taking appropriate risks.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness <p>Resources:</p> <ul style="list-style-type: none"> • Hand Washing Rebus • Emergency Preparedness for Kids • Fire Safety for Kids



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

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

Zero In My Toybox; 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; Zero Is a Big Round Hole; 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

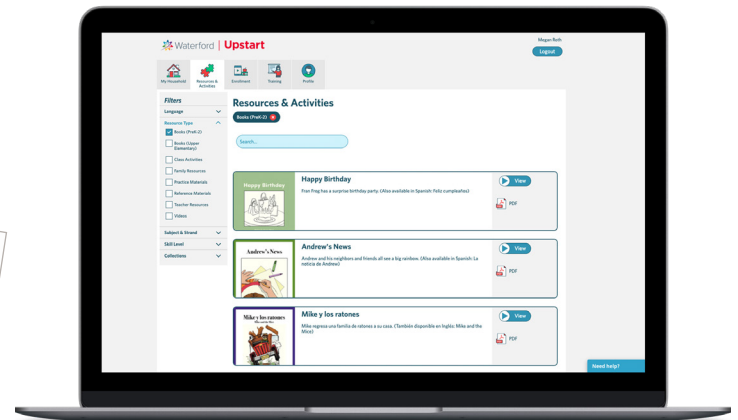
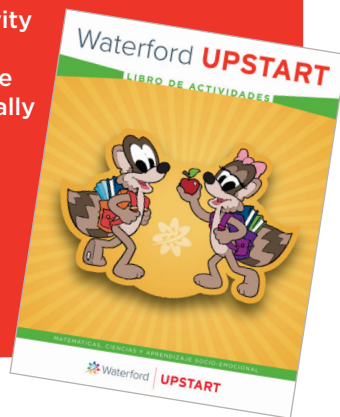
FAMILY ENGAGEMENT

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.